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 (COENG)

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

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2-6)

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

Program/Course Action Request- Second Readings
Add  AKNS A190  Selected Topics: Alaska Native Cultural Skills (1-3 cr)(1-3+0)(pg. 7-10)
Chg  JPC A204  Media Literacy (GER)(3 cr)(3+0)(pg. 11-14)
Chg  JPC A492  JPC Capstone Seminar (GER)(3 cr)(3+0)(pg. 15-22)
Add  BA A485  International Business Applications (3 cr)(3+0)(pg. 24-27)
Add  BA A486  Field Studies in International Business (1-3 cr)((1-3+0)(pg. 28-31)
Chg  Bachelor of Science, Civil Engineering (pg. 32-44)

Program/Course Action Request- First Readings

VII. Old Business

VIII. New Business
i. Elect 2015-2016 UAB Chair

VIII. Informational Items and Adjournment:
  i. Minor Catalog Change for BS/BA Major Requirements for Psychology 15-16 Catalog (pg. 45)
  ii. Prerequisites for PRPE A108 Memo (pg. 46)
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)
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() Vacant (CAS) () Jeff Hoffman (COENG)

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

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

III. Approval of Meeting Summary (pg. 4-7)
Approved

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden
The common withdrawal date will be March 25, 2016
Grading information will be sent out next week
The CIM project has been finalized and is ready for fall implementation

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

B. GERC

VII. Program/Course Action Request- Second Readings
Chg General Education Requirements for Baccalaureate Degrees
(pg. 8-35)
Accepted for second reading

Chg Bachelor of Arts, Early Childhood Education (EDEC)(pg. 36-47)
Accepted for second reading

VIII. Program/Course Action Request- First Readings
Chg Associate of Applied Science, Early Childhood Education (EDEC)
(pg. 48-54)
Waived first reading, accepted for second
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Chg ATA A233 Aviation Safety (3 cr)(3+0)(pg. 146-150)
Waived first reading, approved for second

Add ATP A433 Aerospace Physiology (3 cr)(3+0)(pg. 151-155)
Waived first reading, approved for second

Chg JPC A201 Reporting and Writing News (3 cr)(3+0)(pg. 156-159)
Waived first reading, approved for second

Chg JPC A202 First Amendment and Media Ethics (3 cr)(3+0)(pg. 160-163)
Waived first reading, approved for second

Chg JPC A203 Writing and Producing Media (3 cr)(3+0)(pg. 164-167)
Waived first reading, approved for second

Chg JPC A204 Media Literacy (GER)(3 cr)(3+0)(pg. 168-171)
Accepted for first reading, will go to GER on April 24, 2015

Chg JPC A212 Editing in a Multimedia World (3 cr)(3+0)(pg. 172-175)
Waived first reading, approved for second

Dlt JPC A346 Magazine Content Creation (3 cr)(3+0)(pg. 176)
Waived first reading, approved for second

Chg JPC A382 Digital Auto Production (3 cr)(3+0)(pg. 177-180)
Waived first reading, approved for second

Chg JPC A443 Public Service Reporting (3 cr)(3+0)(pg. 181-185)
Waived first reading, approved for second

Dlt JPC A444 Specialty Reporting (3 cr)(3+0)(pg. 186)
Waived first reading, approved for second

Chg JPC A445 Magazines (3 cr)(3+0)(pg. 187-190)
Waived first reading, approved for second

Chg JPC A465 Strategic Communications Campaigns (3 cr)(3+0)(pg.191-194)
Waived first reading, approved for second

Dlt JPC A466 Strategic Communications Campaigns II (3 cr)(3+0)(pg. 195)
Waived first reading, approved for second

Chg JPC A484 Digital Film Production I (3 cr)(3+0)(pg. 196-199)
Waived first reading, approved for second

Chg JPC A486 Digital Film Production II (3 cr)(3+0)(pg. 200-203)
Waived first reading, approved for second

Chg JPC A492 JPC Capstone Seminar (3 cr)(3+0)(pg. 204-208)
Accepted for first reading, will go to GER on April 24, 2015
Chg Minor, Journalism and Public Communications (pg. 209-218)
Waived first reading, approved for second

Chg Bachelor of Arts, Journalism and Public Communications (pg. 211-218)
Waived first reading, approved for second

All MATH courses are postponed to the Fall 2015 review period
Chg MATH A054 Prealgebra (3 cr)(3+0)(pg. 219-222)
Chg MATH A054A Prealgebra A (1 cr)(1+0)(pg. 223-225)
Chg MATH A054B Prealgebra B (1 cr)(1+0)(pg. 226-228)
Chg MATH A054C Prealgebra C (1 cr)(1+0)(pg. 229-231)
Chg MATH A055 Elementary Algebra (3 cr)(3+0)(pg. 232-235)
Chg MATH A055A Elementary Algebra A (1 cr)(1+0)(pg. 236-238)
Chg MATH A055B Elementary Algebra B (1 cr)(1+0)(pg. 239-241)
Chg MATH A055C Elementary Algebra C (1 cr)(1+0)(pg. 242-244)

All PER and PEP courses are postponed to the UAB meeting on April 24, 2015
Chg PER A110 Beginning Zumba (1 cr)(0.5+1)(pg. 245-247)
Chg PER A168 Winter Camping Alaska (1 cr)(0.5+1)(pg. 248-252)
Chg PEP A183 Wellness Principles (1 cr)(1+0)(pg. 253-256)
Chg PEP A184 Fundamental Motor Skills (1 cr)(1+0)(pg. 257-260)
Chg PEP A251 Prevention and Care of Activity-related Injuries (3 cr)(3+0)(pg. 261-265)
Chg PEP A264 Recreation Program Planning and Evaluation (3 cr)(3+0)(pg. 266-270)
Chg PEP A346 Lower Body Injury Assessment Skills (3 cr)(3+0)(pg. 271-274)
Chg PEP A347 Upper Body Injury Assessment Skills (3 cr)(3+0)(pg. 275-278)
Chg PEP A365 Outdoor Leadership Theory and Practice (3 cr)(3+0)(pg. 279-283)
Chg PEP A382 Kinesiology and Biomechanics (4 cr)(3+2)(pg. 284-288)
Chg PEP A383 Movement Theory and Motor Development (3 cr)(3+0)(pg. 289-293)
Chg PEP A385 Physiology of Exercise (4 cr)(3+2)(pg. 294-298)
Chg PEP A453 Health Promotion (3 cr)(3+0)(pg. 299-303)
Chg PEP A454 Exercise Testing and Prescription (4 cr)(3+2)(pg. 304-308)
Chg PEP A455 Cardia Rehabilitation and Special Populations (4 cr)(3+2)(pg. 309-314)
Chg PEP A467B Climbing-Based Outdoor Leadership (2 cr)(5+3)(pg. 315-319)
Chg PEP A467C Land-Based Outdoor Leadership (2 cr)(5+3)(pg. 320-323)
Chg PEP A467D Water-Based Outdoor Leadership (2 cr)(5+3)(pg. 324-327)
Chg PEP A486 Standards and Assessment in Health, Physical Education and Recreation (3 cr)(3+0)(pg. 328-332)
Chg PEP A487 Administration and Supervision in Health, Physical Education and Recreation (3 cr)(3+0)(pg. 333-337)
Chg PEP A495 Internship (6 cr)(5+16.5)(pg. 338-342)
Dlt PEP A496 Internship in Outdoor Leadership (6 cr)(5+16.5)(pg. 343)
Chg Bachelor of Science, Physical Education (pg. 344-353)

VII. Old Business

IX. New Business

5
IX. **Informational Items and Adjournment:**
   A. Geomatics Curriculum Changes (pg. 354)
      *Waived first reading, approved for second*
### 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>AS CAS</th>
<th>1b. Division</th>
<th>AHUM Division of Humanities</th>
<th>1c. Department</th>
<th>AKNS</th>
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<tr>
<th>2. Course Prefix</th>
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| 3. Course Number | 190 |

| 4. Previous Course Prefix & Number | |
| 5a. Credits/CEUs | 1-3 |
| 5b. Contact Hours (Lecture + Lab) | (1-3+0) |

<table>
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<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Selected Topics: Alaska Native Cultural Skills</td>
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<tr>
<td>AK Native Cult. Skills</td>
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<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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| 7. Type of Course | ☒ Academic | ☐ Preparatory/Development | ☐ Non-credit | ☐ CEU | ☐ Professional Development |

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Automatic Restrictions
- ☐ Class
- ☐ Level
- ☐ College
- ☐ Major
- ☐ Other

If a change, mark appropriate boxes:

- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement
- ☐ Oral Communication
- ☐ Written Communication
- ☐ Quantitative Skills
- ☐ Humanities
- ☐ Fine Arts
- ☐ Social Sciences
- ☐ Natural Sciences
- ☐ Integrative Capstone

<table>
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<th>9. Repeat Status</th>
<th>Yes</th>
<th># of Repeats</th>
<th>Max Credits</th>
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| 10. Grading Basis | ☐ A-F | ☒ P/NP | ☐ NG |

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<th>11. Implementation Date</th>
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Cross-Listed Coordination Signature

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

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

**Impacted Program/Course** | **Date of Coordination** | **Chair/Coordinator Contacted** |
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Initiator Name (typed): April Counceller  Initiator Signed Initials: __________  Date: __________

**13b. Coordination Email** | **Date: 12/18/2014** | **submitted to Faculty Listserv:** [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu) |

**13c. Coordination with Library Liaison** | **Date: 12/18/2014** |

**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)**

Selected topics course. Focuses on an applied traditional Alaska Native skill. Covers historical and modern practices, as well as traditional knowledge and mentorship learning of Alaska Native practices, such as arts, technologies, or culinary techniques. Special Note: Subtitle varies. May be repeated for up to 9 credits with different subtitles.

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<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<th>16c. Automatic Restriction(s)</th>
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<th>17. ☒ Mark if course has fees varies</th>
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<th>18. ☒ Mark if course is a selected topic course</th>
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**19. Justification for Action**

Provides opportunity for specific study of traditional Alaska Native skills and techniques.

Initiator (faculty only) | Date |
<table>
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<tbody>
<tr>
<td>April G.L. Counceller</td>
<td></td>
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Initiator (TYPE NAME)  | Date |
|-----------------------|------|

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

☐ Approved | ☐ Disapproved | Undergraduate/Graduate Academic  | Date |

☐ Approved | ☐ Disapproved | Board Chair  | Date |

☑ Approved | ☐ Disapproved | Provost or Designee  | Date |

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

☑ Approved | ☐ Disapproved | Provost or Designee  | Date |

☑ Approved | ☐ Disapproved | Provost or Designee  | Date |
COURSE CONTENT GUIDE
University of Alaska Anchorage – Kodiak College
Alaska Native Studies: AKNS A190: Selected Topics: Alaska Native Cultural Skills

I. Initiation Date
   Summer 2015

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Selected Topics: Alaska Native Cultural Skills
   C. Course Subject/Number: AKNS A190
   D. Credit Hours: 1.0-3.0 Credits
   E. Contact Time: 1+0 Contact Time per credit
   F. Grading Information: P/NP
   G. Course Description: Selected topics course. Focuses on an applied traditional Alaska Native skill. Covers historical and modern practices, as well as traditional knowledge and mentorship learning of Alaska Native practices, such as arts, technologies, or culinary techniques. Special Note: Subtitle varies. May be repeated for up to 9 credits with different subtitles.
   H. Course Fees: None.
   I. Coordination: Faculty List Serve, Deans and Directors, Anchorage and extended campuses.
   J. Registration Restrictions: None.

III. Course Activities
   This class incorporates small-group demonstrations, lectures, and hands-on activities.

IV. Course Evaluation
   Grading basis is Pass/No Pass. Grades will be based on these criteria:
   A. Attendance and participation in class
   B. Individual or group projects
   C. Class discussions

V. Course Level Justification
   This class is appropriate at the 100-level because it provides an introductory-level orientation to a specific topic area.
VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Engage students through presentation, demonstration, and activity formats, bringing the subject matter to a level within their comprehension.</td>
</tr>
<tr>
<td>2.</td>
<td>Empower students to participate in class activities, modifying content delivery to various learning preferences as needed.</td>
</tr>
<tr>
<td>3.</td>
<td>Guide students through hands-on activities, ensuring adequate practice in applying course concepts.</td>
</tr>
<tr>
<td>4.</td>
<td>Provide interaction with guest presenters and culture bearers with expertise in traditional Alaska Native skills and traditions,</td>
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</table>

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

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<tbody>
<tr>
<td>1.</td>
<td>Describe and compare techniques and methods used in the past and today for traditional skills, including means of passing down traditional knowledge.</td>
</tr>
<tr>
<td>2.</td>
<td>Apply course content to an individual or group project, exhibiting proficiency in the special topic area.</td>
</tr>
<tr>
<td>3.</td>
<td>List materials or ingredients, tools, and other items needed for performing the traditional skill.</td>
</tr>
</tbody>
</table>

VII. Possible Course Topics (not a limited list)

1. Mask Making: Ethnographic and Modern
2. Alaska Native Headdress Design and Construction
3. Traditional Plant Medicines
4. Trapping & Trap Making
5. Skin Sewing
6. Native Foods Preservation and Preparation
7. Bow making
8. Storytelling
9. Basket making: from collecting to completion
10. Weather lore and outdoor survival

VIII. Sample Course Outline: Alaska Native Traditional Plant Medicines

1. Information about medicinal plant use prehistorically, in the historic past, and today among Alaska Native groups;
2. Summary of available information resources (print, online, human);
3. Identification methods and local plant identification training;
4. Ethical/responsible plant collecting;
5. Plant drying and preservation for varied uses;
6. Applied project(s): developing medicinal products from local plants;
7. Traditional plant knowledge: comparing traditional mentorship and academic resources.

IX. **Suggested Texts**


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>
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<th>1c. Department</th>
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<td>AHUM Division of Humanities</td>
<td>Journalism and Communication</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>JPC</td>
<td>A204</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Media Literacy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Academic</td>
<td>☐ Add or ☒ Change or ☐ Delete</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:

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

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ A-F</td>
<td>from: spring/2016</td>
</tr>
<tr>
<td>☐ P/NP</td>
<td>to: 9/9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stacked</td>
<td>List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Paola Banchero**  
**Initiator Signed Initials:** __________  
**Date:** [ ]

13b. **Coordination Email**  
**Date:** 1/22/2015  
Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**  
**Date:** 1/22/2015

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Oral Communication</td>
<td>Examines how we access, analyze, evaluate and create media in a variety of forms. Explores how media and technology converge in a global culture. Emphasizes critical thinking skills, self-expression and information literacy.</td>
</tr>
<tr>
<td>☐ Written Communication</td>
<td></td>
</tr>
<tr>
<td>☐ Quantitative Skills</td>
<td></td>
</tr>
<tr>
<td>☐ Humanities</td>
<td></td>
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<tr>
<td>☐ Fine Arts</td>
<td></td>
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<tr>
<td>☒ Social Sciences</td>
<td></td>
</tr>
<tr>
<td>☐ Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>☐ Integrative Capstone</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. **Justification for Action**  
GER course to help students understand the world through the media messages that shape it. Makes the JPC social science GER a part of JPC major requirements.

**Initiator (faculty only)**  
**Paola Banchero**  
**Initiator (TYPE NAME):** __________  
**Date:** [ ]

**Approved**  
**Disapproved**

**Dean/Director of School/College**  
**Date:** [ ]

**Approved**  
**Disapproved**

**Undergraduate/Graduate Academic Board Chair**  
**Date:** [ ]

**Approved**  
**Disapproved**

**Provost or Designee**  
**Date:** [ ]
I. Date Initiated

April 21, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts
Course Title: Media Literacy
Course Number: JPC A204
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Course Description: Examines how we access, analyze, evaluate and create media in a variety of forms. Explores how media and technology converge in a global culture. Emphasizes critical thinking skills, self-expression and information literacy.
Course Prerequisites: [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C.
Registration Restrictions: None
Fees: Yes

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

A. The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.</td>
</tr>
<tr>
<td>2.</td>
<td>Present detailed examples of professional principles and practices of news reporting and writing.</td>
</tr>
<tr>
<td>3.</td>
<td>Examine professional uses of terminology and practices of media literacy.</td>
</tr>
<tr>
<td>4.</td>
<td>Analyze examples of ethical actions by professional reporters and encourage students to apply these ethical principles to their own work.</td>
</tr>
<tr>
<td>5.</td>
<td>Provide numerous reporting and news writing assignments. Review, grade, and provide comments on submitted work in a timely manner.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the U.S. and international media systems in their histories, development, commercial viability, licensing structures, ethical values, and political roles.</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the discipline of journalism and mass communications and use social science data and tools to explore the workings of society and the diversity of human cultures and problems.</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate the ability to think critically about media messages and the social realities created by diverse social processes.</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
This course is a social science general-education requirement. It is also a required course for students in the B.A. in Journalism and Public Communications. This class builds upon basic writing competencies established in ENGL 111 and either ENGL A211 or ENGL A212, or ENGL A213, or ENGL A214. This gateway course defines media literacy.

V. Topical Course Outline
A. Who is the author?
   1. “Constructedness”
   2. Message understanding
   3. Rhetorical definitions
   4. Power and the media
   5. Implicit and explicit

B. Format
   1. Print
   2. Video
   3. Audio
   4. Multimedia
   5. Interactive

C. Audience
   1. Appropriate messages
   2. Types of audiences
   3. Types of news
   4. Types of media

D. Content and motive
   1. Media structures
   3. Story structures
   4. Technology’s influence

E. Information literacy
   1. Valid and reliable sources
   2. Information search strategies
   3. Importance of sourcing
   4. Citation
   5. Online issues
   6. Fabrication and plagiarism

4. Describe the range of social science data and the importance of using empiricism in making claims about the social world and in setting evidence-based social policy related to the media.

5. Explain and use basic social science methods including the formulation of research questions, data collection and analysis, and testing, verifying, and rejecting hypotheses and explain the importance of empiricism in the study of media.

Exams, quizzes, written assignments and presentations

Projects
F. Social science data and empiricism
   1. Quantitative data
   2. Qualitative data
   3. Data collection
   4. Verification
   5. Hypotheses and testing

G. Development of different media systems
   1. First Amendment and U.S. news media
   2. U.S. entertainment and other media
   3. Global perspectives and media histories
   4. Cultural, economic and political influences

H. Media biases and ethics
   1. Biases defined
   2. Politics and partisanship
   3. Ethical cultures
   4. Speeches and meetings
   5. Disasters, accidents and tragedies
   6. Profiles and features
   7. Political media, polls and campaigns

I. Media creation
   1. Responsible practices
   2. Modern audiences
   3. Technology

VI. Suggested Texts

VII. Bibliography


### Course Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC</td>
<td>A492</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC Capstone Seminar</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<table>
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<th>7. Type of Course</th>
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<tbody>
<tr>
<td>☑ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
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<td>☐ CEU</td>
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<td>☐ Professional Development</td>
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<th>8. Type of Action:</th>
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<th>☑ Change</th>
<th>☐ Delete</th>
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If a change, mark appropriate boxes:
- ☑ Prefix
- ☐ Credits
- ☑ Title
- ☑ Grading Basis
- ☑ Course Description
- ☑ Test Score Prerequisites
- ☑ Automatic Restrictions
- ☑ Contact Hours
- ☐ Repeat Status
- ☑ Cross-Listed/Stacked
- ☑ Registration Restrictions
- ☑ Co-requisites
- ☑ General Education Requirement

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

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<tr>
<th>10. Grading Basis</th>
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<tr>
<th>11. Implementation Date</th>
</tr>
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<tr>
<td>From: spring/2016</td>
</tr>
<tr>
<td>To: 09/9999</td>
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</tbody>
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<table>
<thead>
<tr>
<th>12. ☐ Cross Listed with</th>
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<tbody>
<tr>
<td>☐ Stacked with</td>
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</table>

Cross-Listed Coordination Signature

<table>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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</table>

<table>
<thead>
<tr>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. B.A., Journalism and Public Communications</td>
<td>1/15/2014</td>
<td>Associate Professor and Chair Paola Banchero</td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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Initiator Name (typed): Paola Banchero  
Initiator Signed Initials: _________  
Date:________________

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<tr>
<th>13b. Coordination Email</th>
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<tr>
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<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 1/22/2015</th>
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<tr>
<th>14. General Education Requirement</th>
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<td>☑ Oral Communication</td>
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<td>☐ Written Communication</td>
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<tr>
<td>☑ Quantitative Skills</td>
</tr>
<tr>
<td>☑ Humanities</td>
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<td>☑ Natural Sciences</td>
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<tr>
<td>☑ Integrative Capstone</td>
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</tbody>
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Mark appropriate box:

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recaps and expands on material in other Journalism and Public Communications major requirements. Emphasizes the transition from student to emerging professional and considers professional competence, ethical practice, project management, and the synthesis of theory and practice.</td>
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</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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</thead>
<tbody>
<tr>
<td>JPC A204 with a minimum grade of C and [STAT A252 or MATH A121 or MATH A151]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
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<th>16c. Automatic Restriction(s)</th>
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<td>☑ College</td>
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<td>☑ Major</td>
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<tr>
<td>☑ Class</td>
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<tr>
<td>☑ Level</td>
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<table>
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<th>16d. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>Completion of all GER Tier I (basic college level skills) courses and junior or senior standing.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>17. ☐ Mark if course has fees</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Change senior seminar into an integrative capstone course more in line with the needs of our professionally oriented students, a recommendation of our external accrediting agency.</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Paola Banchero</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
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<td></td>
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<tr>
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<td>College/School Curriculum Committee Chair</td>
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<td>□ Disapproved</td>
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</table>
COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COLLEGE OF ARTS AND SCIENCES

VI. Date Initiated  
April 21, 2015

VII. Course Information  
College/School: College of Arts and Sciences  
Department: Journalism and Communication  
Program: Bachelor of Arts  
Course Title: JPC Capstone Seminar  
Course Number: JPC A492  
Credits: 3  
Contact Hours: 3+0  
Grading Basis: A-F  
Course Description: Recaps and expands on material in other Journalism and Public Communications major requirements. Emphasizes the transition from student to emerging professional, with emphasis on professional competence, ethical practice, project management, and the synthesis of theory and practice.  
Course Prerequisites: JPC A204 with a minimum grade of C and [STAT A252 or MATH A121 or MATH A151]  
Registration Restrictions: Completion of all GER Tier I (basic college level skills) courses and junior or senior standing.  
Fees: Yes

VIII. Instructional Goals, Student Learning Outcomes, and Assessment Measures  
A. The instructor will:  
1. Present a range of strategies for organizing and completing a large-scale project and evaluating outcomes of that project.  
2. Review theories and practices common in modern journalism and public communications.  
3. Direct and guide students in integrating and applying journalism and public communications and interdisciplinary knowledge to a large-scale project.  
4. Identify and consider for students the role of historical events, technological innovation and research literature on journalism and public communications.  
5. Provide mentorship to students as they conduct final projects.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Social Science GER Outcomes</th>
<th>GER Capstone Outcomes</th>
<th>ACEJMC Standards*</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science GER Outcomes</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>GER Capstone Outcomes</td>
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<td></td>
</tr>
<tr>
<td>1. Integrate social science evidence and prior social science course content and quantitative course content as they apply to effective journalism and public communications practice.</td>
<td>N/A</td>
<td>Integrate knowledge</td>
<td>N/A</td>
<td></td>
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<tr>
<td>2. Effectively communicate in detail the nature of the issue or subject that is to be the focus of the project.</td>
<td>N/A</td>
<td>Communicate effectively</td>
<td>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate the disciplinary confidence and command to be able to carry out an appropriate senior-level research and writing or creative project.</td>
<td>N/A</td>
<td>Locate and use relevant information to make appropriate personal and professional decisions.</td>
<td>Display use of professional standards, values, and ethics in the pursuit of truth, accuracy, fairness and diversity.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Apply strategies of ethical reasoning to make ethical decisions by using the standards of the Society of Professional Journalism or Public Relations Society of America codes of ethics.</td>
<td>N/A</td>
<td>NA</td>
<td>Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.</td>
<td>Integrative project proposal Ethical discussions</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>5. Apply knowledge of media history and current practices in journalism and public communications to improve the quality of media to meet the needs of Alaskans.</td>
<td>Describe the discipline he or she has studied and discuss the key principles or themes that unify it.</td>
<td>Locate and use relevant information Integrate knowledge</td>
<td>Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.</td>
<td>Integrative project proposal Portfolio Final project and presentation</td>
</tr>
<tr>
<td>4. Apply professional principles, theories, and practices and a well-developed regard for the range of human diversity and globalization.</td>
<td>Describe and contrast key theories and theoretical approaches in the discipline of journalism and public communications and the ways in which these theories structure social scientists’ thinking and research.</td>
<td>Integrate knowledge</td>
<td>Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic and global society in relation to mass communications.</td>
<td>Integrative project proposal Theory and practice in Alaska assignment Final project and presentation</td>
</tr>
<tr>
<td>5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, and/or cultural dynamics.</td>
<td>Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, and/or cultural dynamics.</td>
<td>N/A</td>
<td>N/A</td>
<td>Issues in diversity and human behavior in media practice assignment</td>
</tr>
<tr>
<td>6. Critically analyze social policies and social realities.</td>
<td>Demonstrate the ability to think critically about how society works and how</td>
<td>Think critically</td>
<td>Think critically, creatively and independently.</td>
<td>Integrative project proposal Reaction papers</td>
</tr>
<tr>
<td></td>
<td>our social realities are created by diverse social processes and cultural practices.</td>
<td>Integrate knowledge</td>
<td>Conduct research and evaluate information by methods appropriate to the communications professions in which they work.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>7. Research, analyze, summarize, and verify data in preparation for professional journalism and public communications practice.</td>
<td>Explain and use social science methods and summarize the assumptions behind reasoning approaches including the formulation of research questions and hypotheses, data collection and analysis; and testing, verifying, and rejecting hypotheses.</td>
<td></td>
<td>Apply basic numerical and statistical concepts.</td>
<td></td>
</tr>
<tr>
<td>8. Use and translate theory and research findings to inform professional practice.</td>
<td>Describe the range of social science data and the importance of using empiricism, both quantitative and qualitative, in making claims about the social world and in setting (or reporting) on evidenced-based social policy.</td>
<td>Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.</td>
<td>Understand and apply the principles and laws of freedom of speech and press of the United States and demonstrate an understanding of the range of systems of freedom of expression around the world.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conduct research and evaluate information by methods appropriate to the communications professions in which they work.</td>
<td></td>
</tr>
</tbody>
</table>
*ACEJMC is the Accrediting Council on Education in Journalism and Mass Communications

IX. Course Level Justification

This course requires synthesis of skills and theories covered in general-education courses, JPC core and upper-division courses.

V. Topical Course Outline

A. Types of projects
   1. Scholarly research paper
   2. Professional project for community partner or client
   3. Professional research project dealing with an industry issue, problem or situation
   4. Creative project

B. Proposal and portfolio
   1. Initial proposal
   2. Elevator pitch to faculty and class
   3. Capstone portfolio
   3. Critical review of project

C. Integrating theory and practice
   1. Becoming a more reflective communicator and media consumer
   2. Addressing a communication question, problem and/or issue effectively and ethically
   3. Information literacy in developing empirically supported journalism and public communications

D. Reviewing Methodologies
   1. Quantitative methods
   2. Qualitative methods
   3. Mixed methods
   4. Interdisciplinary and multidisciplinary methods

E. Journalism and Public Communications and the workplace
   1. Professional expectations
   2. Ethics, social responsibility and standards
   3. Entry-level positions
   4. Impact of diversity and human behavior in journalism and public communications practice

F. Entrepreneurship in journalism and public communications
   1. Self-branding
   2. Innovation and the marketplace

G. Entrepreneurship in journalism and public communications
   1. Self-branding
   2. Innovation and the marketplace
   3. Oral presentations at the professional level

H. Post-graduate study
   1. Which area of the discipline and why
   2. Which school and why?
   3. Teaching and research assistantships
   4. Application process
VI. Suggested Texts
None

VII. Bibliography


*Classic text
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
A485

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

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

6. Complete Course Title
International Business Applications

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F ☐ P/IP ☐ NG

11. Implementation Date
From: Spring/2016
To: 9999

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course

<table>
<thead>
<tr>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-29-15</td>
<td>Ed Forrest</td>
</tr>
</tbody>
</table>

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

13c. Coordination with Library Liaison
Date: 3/27/2015

14. General Education Requirement
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)
Examine an in-depth, hands-on international business issues. Requires students to develop their international business skills through field experiences and interactions with a faculty member and practicing managers.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
BA A287 with a minimum grade of C

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

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

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

17. ☒ Mark if course has fees Standard CBPP
Computer Lab fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course is being added in response to the requests of the students and the community. It will be required for the International Business Minor Program.

Initiator (faculty only)
Yong Cao
Initiator (TYPE NAME)

☒ Approved ☐ Disapproved
Date

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

☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic
Date

☐ Approved ☐ Disapproved
Board Chair
Date

☐ Approved ☐ Disapproved
Provost or Designee
Date
I. Date Initiated  Mar 30, 2015

II. Course Action Request Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Bachelor of Business Administration
   Course Title: International Business Applications
   Course Number: BA A485
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Examines an in-depth, hands-on international business
                      issues. Requires students to develop their international business skills through
                      field experiences and interactions with a faculty member and practicing
                      managers.
   Course Prerequisites: BA A287 with a minimum grade of C
   Registration Restrictions: College of Business and Public Policy majors
                            must be admitted to upper-division standing
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Case studies
   B. Literature review
   C. Assessment of the industry
   D. Assessment of the international market potentials
   E. Business reexaminations

IV. Course Level Justification
   Builds on previous coursework and requires students to demonstrate competence
   in identifying, defining, analyzing, and solving international business problems,
   including documenting and presenting results.

V. Outline
   A. Consultants and consulting in international business
   B. Establishing expectations and goals: client identification and criteria
      selection
      a. Selection of project and host organization
      b. Project scope
c. Nature of the industry
  d. Targeted market

C. Formalizing the agreement: proposals and contracts

D. Developing a project strategy: diagnosis and data collection
  a. Geographic scope
  b. Secondary data vs. primary data
  c. Preliminary findings

E. Preparing the feedback/assessment report: moving the client to action
  a. Product
  b. Promotion
  c. Price
  d. Placement

F. Presenting the findings: moving from diagnosis to commitment to action

G. Ending the project
  a. Final report
  b. Final presentation

VI. Instructional Goals and Student Learning Outcomes

**A. Instructional Goals.**

**The instructor will:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meet with students and help them explore occupational interests and offer insight into projects related to international consulting opportunities</td>
</tr>
<tr>
<td>2.</td>
<td>Help students to identify project scope and the nature of the industry</td>
</tr>
<tr>
<td>3.</td>
<td>Guide the student to assess the targeted markets and their cultural, economic, operational, and legal environment</td>
</tr>
<tr>
<td>4.</td>
<td>Help the students to develop a project strategy with precise geographic scope, feasible data collection and appropriate product, promotion, price and placement strategies</td>
</tr>
<tr>
<td>5.</td>
<td>Work with practicing managers to develop the learning objectives that include specific academic content</td>
</tr>
<tr>
<td>6.</td>
<td>Support the student to develop cross cultural intelligence and work habits pertinent to successful project deliverables</td>
</tr>
</tbody>
</table>
B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify client’s needs and project scope</td>
<td>Initial contract agreement</td>
</tr>
</tbody>
</table>
| 2. Perform job tasks effectively and efficiently | Mid-way evaluation
| Final evaluation |
| 3. Complete assigned tasks | Mid-way evaluation
| Final evaluation |
| 4. Accept responsibility to work independently and cooperatively in teams | Mid-way evaluation
| Final evaluation |
| 5. Demonstrate effective written communication skills | Final report |
| 6. Practice good work ethic | Mid-way evaluation
| Final evaluation |

VII. Suggested Texts


VIII. Bibliography


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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>BA</td>
<td>A486</td>
<td>N/A</td>
<td>3</td>
<td>1(1+6)</td>
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</table>

**6. Complete Course Title**  
Field Studies in International Business

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

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

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

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

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

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

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

**11. Implementation Date**  
semester/year  
From: Spring 2016  
To: Fall 2019

**12. □ Cross Listed with**  
☐ Stacked with

- Cross-Listed
- Coordination Signature

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

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

**Impacted Program/Course**  
**Date of Coordination**  
**Chair/Coordinator Contacted**

<table>
<thead>
<tr>
<th>1. Courtesy Coordination</th>
<th>01-29-15</th>
<th>Ed Forrest</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13b. Coordination Email**  
submitted to Faculty Listserv: [uac-faculty@lists.uaa.alaska.edu](mailto:uac-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 03/27/2015

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

**15. Course Description (suggested length 20 to 50 words)**  
Explores international business concepts and processes in the field. Acquires international business knowledge and skills in a field work or a trip. Topics range from regional markets to specific topical studies.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**  
BA A287 with a minimum grade of C

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

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

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

**17. ☒ Mark if course has fees**  
Standard CBPP Computer Lab fee

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

**19. Justification for Action**  
Course is being added in response to the requests of the students and the community. It will be required for the International Business Minor Program.

---

**Initiator (faculty only)**  
**Yong Cao**  
**Initiator (TYPE NAME)**  
**Date**  
**Approved**  
**Disapproved**  
**Dean/Director of School/College**  
**Date**

**Approved**  
**Disapproved**  
**Department Chair**  
**Date**

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

**Approved**  
**Disapproved**  
**Provost or Designee**  
**Date**
I.  Date Initiated  April 21, 2015

II.  Course Information
    College/School:  College of Business and Public Policy  
    Department:  Business Administration  
    Program:  Bachelor of Business Administration  
    Course Title:  Field Studies in International Business  
    Course Number:  BA A486  
    Credits:  3  
    Contact Hours:  15 hours lecture during the pre and post trip  
                    120 hours advising during the two weeks of field trip  
                    Total: 135 contact hours  
    Grading Basis:  A-F  
    Course Description:  Explores international business concepts and processes in the field. Acquires international business knowledge and skills in a field work or a trip. Topics range from regional markets to specific topical studies.  
    Course Prerequisites:  BA A287 with a minimum grade of C  
    Registration Restrictions:  College of Business and Public Policy majors must be admitted to upper-division standing  
    Fees:  Standard CBPP Computer lab fee. Additional fees might apply for international travel.

III.  Course Activities
    A. Lectures (pre-trip lecture and on-site lecture)  
    B. Site visits  
    C. Case studies  
    D. Field data collection  
    E. Guest lecture  
    F. Discussions

IV.  Course Level Justification  
    This course requires pre-requisite courses as well as maturity and experience to engage in field study and, potentially, international travel.

V.  Course Outline (Note: for purposes of exemplification, what follows is one specific offering of this course, focused on field study of marketing in China.)

    A)  Pre-trip Seminar (3 hours for each session, total 12 hours))
        1.  Introduction: Preparations for International Travel  
            a.  Travelling in China: the cultural experience and training  
        2.  Economic and Business Environment in China  
            a.  Historical changes of social and economic environment
b. Transportation and infrastructure
c. Regional disparity and different market opportunities in China
3. China’s Social Classes and Purchasing Power
   a. Upper class, consumptions and related products and brands
   b. Middle class, consumptions and related products and brands
   c. Low class, consumptions and related products and brands
4. Personal and Professional Survival Skills for a Foreigner in China
   a. Group and individual safety
   b. Preliminary market assessment
   c. Team work project and assignment

B) Field studies and experiences (Students select one of the following topics based on their own interest and then conduct an in-depth research and investigation. Total 120 contact hours within two weeks of field trip).
   1. Luxury Brands, Pricing and Related Market
   2. Real Estate Market and Survey
   3. Seafood Demand, Brand and Related Market
   4. Hospitality Market and Traveling Business
   5. Wholesale Market and Retailing Business
   6. Transportation Infrastructure and Logistics Management
   7. Online and Offline Channels for Business
   8. Participating in Negotiation Game with Local Students
   9. Firms to Visit:
      a. Baidu Inc.
      b. Alibaba Beijing Office
      c. Walt Disney in Shanghai

C) Post trip Seminar (3 credit hours)
   1. Post trip summary
   2. Student project presentation

VI. **Suggested Texts** (Note: for purposes of exemplification, what follows is one specific offering of this course, focused on field studies of marketing in China.)


VII. **Bibliography** (Note: for purposes of exemplification, what follows is one specific offering of this course, focused on field studies of marketing in China.)


VIII. Sample of other possible topics

International business opportunities and market development in Brazil
Consumer demand and market development in Japan

IX. Instructional Goals and Student Learning Outcomes

This course will have widely varying goals dependent on the region and topic of study.

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce students to the methods, skills and techniques in international business</td>
</tr>
<tr>
<td>1. Help students to explore the field in international business</td>
</tr>
<tr>
<td>2. Utilize both local and global opportunities for experiential education in international business.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes. Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the significant issues of the targeted market and apply appropriate business strategies in different situations. (Field Techniques)</td>
<td>Assignments</td>
</tr>
<tr>
<td>2. Appropriately use observation method, interview method or other research methods to collect market data. (Field Techniques)</td>
<td>Field Projects</td>
</tr>
<tr>
<td>3. Critically analyze field-based data, interpret these data, and recognize their strengths and weaknesses. (Analysis and Critique)</td>
<td>Field Projects</td>
</tr>
<tr>
<td>4. Solve specific research problems using field techniques and present their findings. (Application and Presentation)</td>
<td>Field Projects and presentation</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>EN SOENGR</td>
<td>Civil Engineering</td>
</tr>
</tbody>
</table>

## 2. Complete Program Title/Prefix

Bachelors of Science in Civil Engineering

## 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: 99/9999

## 6a. Coordination with Affected Units

Department, School, or College: CoEng

- Initiator Name (typed): Thomas Ravens
- Initiator Signed Initials: _______

## 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.ualaska.edu)

Date: _______

## 6c. Coordination with Library Liaison

Date: _______

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

- ✔ Catalog Copy in Word using the track changes function
- ✔ Cover Memo

## 8. Justification for Action

Provide changes to upper level sub-discipline tracks such that students choose technical specialization courses in 4 of 5 disciplines to enhance student choice and to provide consistency in discipline course offerings.

---

### Approved

- Dean/Director of School/College: _______

- Undergraduate/Graduate Academic Chair: _______

- Provost or Designee: _______

---

### Disapproved

- Department Chair: _______

- College/School Curriculum Committee Chair: _______

### Approved

- Date

---

### Disapproved

- Date

---

### Approved

- Date

---

### Disapproved

- Date

---

### Approved

- Date

---

### Disapproved

- Date
Bachelor of Science in Civil Engineering

The Department of Civil Engineering offers an undergraduate curriculum leading to a Bachelor of Science in Civil Engineering. The first two years of the program have application to most other branches of engineering.

Program Student Learning Outcomes

In keeping with the above objectives, it is expected that graduates of the UAA Civil Engineering program will have:

- An ability to apply knowledge of mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry.
- An ability to apply knowledge in a minimum of four recognized major civil engineering areas.
- An ability to design and conduct experiments, as well as to analyze and interpret data, in more than one of the recognized major civil engineering areas.
- An ability to design a civil engineering system, component, or process to meet desired needs.
- An ability to function on multidisciplinary teams.
- An ability to identify, formulate, and solve engineering problems.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global and societal context.
- A recognition of the need for, and an ability to engage in, lifelong learning.
- A knowledge of contemporary issues in professional practice.
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

- Algebra: 2 years
- Chemistry: 1 year
- English: 3 years
- Physics: 1 year
- Trigonometry: 1/2 year
Students successfully completing the above courses will be prepared to enroll in the first year of courses that count toward the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of the first-year courses that count toward the engineering degree. Students are encouraged to work with their faculty advisors for developing a course plan.

**Pre-engineering and Engineering Levels**

Admission to the Bachelor of Science in Civil Engineering program is to one of two levels: pre-engineering or engineering. Students admitted to either of the two levels are considered to be degree-seeking engineering students.

Applicants for admission who have completed only the [Application and Admission Requirements for Baccalaureate Programs](#) are admitted to the Civil Engineering program at the pre-engineering level.

Applicants for admission who, in addition to the [Application and Admission Requirements for Baccalaureate Programs](#), have completed the high school preparation courses listed above (or their university equivalents) with grades of C or better will be admitted to the Civil Engineering program at the engineering level.

**Advancement**

Pre-engineering students must work with their assigned advisor to develop a course plan to make up the high school course requirements for advancement to the engineering level. Once the pre-engineering coursework outlined in the student’s course plan is completed, students must meet with their advisor to apply for advancement to the engineering level.

**Advising**

All undergraduate students, as a part of the mandatory advising plan of the department, must meet with their faculty advisor at least once in an academic year to review their academic progress, future course plan and to advance within the program. It is particularly important for students to meet with their faculty advisor whenever academic difficulties arise.

**Academic Progress Requirements**

Any given CE or ES course may only be taken when prerequisites for the course are met with a grade of C or higher. A student who is unable to earn a grade of C or better in a CE or ES prerequisite course may attempt to earn a satisfactory grade one additional time on a space-available basis. Failure to earn a grade of C or better on the second attempt may result in removal from the Civil Engineering program.

A student who has a semester GPA in engineering courses below 2.00 will be placed on academic warning by the College of Engineering. A student on academic warning who receives a semester GPA in engineering courses of at least 2.00 will be removed from academic warning.
status by the school. Otherwise, he or she will be removed from the Civil Engineering program
and will not be permitted to enroll in CE and ES courses.

**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**

1. Complete the following courses with a minimum GPA of 2.00:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE A403</td>
<td>Arctic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A152</td>
<td>Introduction to Civil Engineering</td>
<td>1</td>
</tr>
<tr>
<td>CE A334</td>
<td>Properties of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CE A405</td>
<td>Transportation Engineering I</td>
<td>3</td>
</tr>
<tr>
<td>CE A431</td>
<td>Structural Analysis</td>
<td>4</td>
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<td>CE A435</td>
<td>Soil Mechanics</td>
<td>3</td>
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<tr>
<td>CE A437</td>
<td>Project Planning</td>
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<tr>
<td>CE A438</td>
<td>Design of Civil Engineering Systems</td>
<td>3</td>
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<td>CE A441</td>
<td>Fundamentals of Environmental Engineering and Applied</td>
<td>3</td>
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<td>General Chemistry I</td>
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<td>&amp; A105L</td>
<td>and General Chemistry I Laboratory</td>
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<td>General Chemistry II</td>
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<td>Introduction to Engineering</td>
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<td>ENGR A161</td>
<td>Engineering Practices II</td>
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<td>ES A103</td>
<td>Engineering Graphics</td>
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<td>ES A341</td>
<td>Fluid Mechanics</td>
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<tr>
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<td>Ordinary Differential Equations</td>
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<tr>
<td>PHYS A212</td>
<td>General Physics II</td>
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</table>
2. Complete 12 credits of discipline-specific courses from the following list in the disciplines of Environmental, Water Resources, Transportation, Geotechnical, and Structural. At least one course must be taken in four of the five disciplines.

**Environmental Engineering**

CE A442 Environmental Systems Design 3

**Geotechnical Engineering**

CE A422 Foundation Engineering 3

**Structural Engineering**

CE A432 Steel Design 3

CE A433 Reinforced Concrete Design 3

**Transportation Engineering**

CE A406 Transportation Engineering II 3

**Water Resources Engineering**

CE A464 Hydrologic Analysis and Design 3

3. Basic Science Elective

Select one of the following: 3

- BIOL/GEOL A178 Fundamentals of Oceanography
- BIOL A271 Principles of Ecology
- GEOL A111 Physical Geology
- GEOL A115 Environmental Geology

4. Technical Electives

Complete 6 credits of technical elective courses from the following list. Graduate courses may not be applied to both a baccalaureate and master’s degree. **

**Environmental Engineering**

- AEST A601 Aquatic Process Chemistry
- CE A445 Chemical and Physical Water and Wastewater Treatment Processes
5. A total of 132 credits is required for the degree, of which 42 credits must be upper division (300-, 400- or 600-level).

**Honors in Civil Engineering**

Undergraduate Civil Engineering students may be recognized for exceptional performance by earning departmental honors in Civil Engineering. In order to receive honors in Civil Engineering, a student must meet each of the following requirements:

1. Complete all requirements for a BS in Civil Engineering. A minimum of 30 credits applicable to the Civil Engineering degree must be completed at UAA.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional engineering society that addresses issues relevant to the civil engineering profession.
3. Have a GPA of 3.30 or higher in courses applicable to the Bachelor of Science in Civil Engineering.

4. Gain approval for a departmental honors design or research project prior to applying for graduation. Present an oral presentation and written report of project results eight weeks prior to scheduled graduation. The project proposal and final written report must be approved by the student’s academic advisor and the chair of Civil Engineering Department.

5. Pass the Fundamentals of Engineering Examination in or prior to the fall semester of the senior year.

6. Document a minimum of eight weeks work experience in an engineering or engineering-related position.
Bachelor of Science in Civil Engineering

The Department of Civil Engineering offers an undergraduate curriculum leading to a Bachelor of Science in Civil Engineering. The first two years of the program have application to most other branches of engineering.

Program Student Learning Outcomes

In keeping with the above objectives, it is expected that graduates of the UAA Civil Engineering program will have:

- An ability to apply knowledge of mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry.
- An ability to apply knowledge in a minimum of four recognized major civil engineering areas.
- An ability to design and conduct experiments, as well as to analyze and interpret data, in more than one of the recognized major civil engineering areas.
- An ability to design a civil engineering system, component, or process to meet desired needs.
- An ability to function on multidisciplinary teams.
- An ability to identify, formulate, and solve engineering problems.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global and societal context.
- A recognition of the need for, and an ability to engage in, lifelong learning.
- A knowledge of contemporary issues in professional practice.
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

- Algebra: 2 years
- Chemistry: 1 year
- English: 3 years
- Physics: 1 year
- Trigonometry: 1/2 year
Students successfully completing the above courses will be prepared to enroll in the first year of courses that count toward the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of the first-year courses that count toward the engineering degree. Students are encouraged to work with their faculty advisors for developing a course plan.

**Pre-engineering and Engineering Levels**

Admission to the Bachelor of Science in Civil Engineering program is to one of two levels: pre-engineering or engineering. Students admitted to either of the two levels are considered to be degree-seeking engineering students.

Applicants for admission who have completed only the Application and Admission Requirements for Baccalaureate Programs are admitted to the Civil Engineering program at the pre-engineering level.

Applicants for admission who, in addition to the Application and Admission Requirements for Baccalaureate Programs, have completed the high school preparation courses listed above (or their university equivalents) with grades of C or better will be admitted to the Civil Engineering program at the engineering level.

**Advancement**

Pre-engineering students must work with their assigned advisor to develop a course plan to make up the high school course requirements for advancement to the engineering level. Once the pre-engineering coursework outlined in the student’s course plan is completed, students must meet with their advisor to apply for advancement to the engineering level.

**Advising**

All undergraduate students, as a part of the mandatory advising plan of the department, must meet with their faculty advisor at least once in an academic year to review their academic progress, future course plan and to advance within the program. It is particularly important for students to meet with their faculty advisor whenever academic difficulties arise.

**Academic Progress Requirements**

Any given CE or ES course may only be taken when prerequisites for the course are met with a grade of C or higher. A student who is unable to earn a grade of C or better in a CE or ES prerequisite course may attempt to earn a satisfactory grade one additional time on a space-available basis. Failure to earn a grade of C or better on the second attempt may result in removal from the Civil Engineering program.

A student who has a semester GPA in engineering courses below 2.00 will be placed on academic warning by the College of Engineering. A student on academic warning who receives a semester GPA in engineering courses of at least 2.00 will be removed from academic
warning status by the school. Otherwise, he or she will be removed from the Civil Engineering program and will not be permitted to enroll in CE and ES courses.

**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**

1. Complete the following courses with a minimum GPA of 2.00:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>AE A403</td>
<td>Arctic Engineering</td>
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<tr>
<td>CE A152</td>
<td>Introduction to Civil Engineering</td>
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<td>CE A334</td>
<td>Properties of Materials</td>
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<td>CE A344</td>
<td>Water Resources Engineering</td>
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<td>Arctic Engineering</td>
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<td>CE A405</td>
<td>Transportation Engineering I</td>
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<td>CE A406</td>
<td>Transportation Engineering II</td>
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<tr>
<td>CE A422</td>
<td>Foundation Engineering</td>
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<tr>
<td>CE A431</td>
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<tr>
<td>CE A432</td>
<td>Steel Design</td>
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<tr>
<td>or CE A433</td>
<td>Reinforced Concrete Design</td>
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<tr>
<td>CE A435</td>
<td>Soil Mechanics</td>
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<td>CE A437</td>
<td>Project Planning</td>
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<td>CE A438</td>
<td>Design of Civil Engineering Systems</td>
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<td>CE A441</td>
<td>Fundamentals of Environmental Engineering and Applied Science</td>
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<tr>
<td>CE A461 &amp; CE A442</td>
<td>Hydraulic Analysis and DesignEnvironmental Systems Design</td>
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<td>CHEM A106 &amp; A106L</td>
<td>General Chemistry II Laboratory</td>
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<td>ENGL A212</td>
<td>Technical Writing</td>
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<tr>
<td>ENGR A151</td>
<td>Introduction to Engineering</td>
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<tr>
<td>ENGR A161</td>
<td>Engineering Practices II</td>
<td>3</td>
</tr>
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2. Complete 12 credits of discipline-specific courses from the following list in the disciplines of Environmental, Water Resources, Transportation, Geotechnical, and Structural. At least one course must be taken in four of the five disciplines.

**Environmental Engineering**

- CE A442 Environmental Systems Design 3

**Geotechnical Engineering**

- CE A422 Foundation Engineering 3

**Structural Engineering**

- CE A432 Steel Design 3
- CE A433 Reinforced Concrete Design 3

**Transportation Engineering**

- CE A 406 Transportation Engineering II 3

**Water Resources Engineering**

- CE A464 Hydrologic Analysis and Design 3

3. Basic Science Elective

Select one of the following: 3

- BIOL A115 Fundamentals of Biology I
- BIOL/GEOL A178 Fundamentals of Oceanography
- BIOL A271 Principles of Ecology
- GEOL A111 Physical Geology
- GEOL A115 Environmental Geology

4. Technical Electives

Complete 6 credits of technical elective courses from the following list. Graduate courses may not be applied to both a baccalaureate and master’s degree. ** 6
Environmental Engineering

AEST A601 Aquatic Process Chemistry
Chemical and Physical Water and Wastewater Treatment

CE A445 Processes
CE A446 Biological Treatment Processes
CE A447 Advanced Unit Processes

Geotechnical Engineering

CE A414 Soil Strength and Slope Stability
CE A611 Geotechnical Earthquake Engineering
CE A612 Advanced Foundation Design

Structural Engineering

or CE A433 Reinforced Concrete Design
CE A451 Advanced Structural Analysis
CE A452 Advanced Steel Design
CE A454 Timber Design
CE A631 Structural Finite Elements
CE A639 Loads on Structures

Transportation Engineering

CE A423 Traffic Engineering
CE A424 Pavement Design
CE A425 Highway Engineering
CE A426 Traffic Modeling and Simulation

Water Resources Engineering

CE A462 Surface Water Dynamics
CE A475 Design of Ports and Harbors
CE A476 Coastal Engineering
CE A479 Sediment Transport and Coastal Processes
CE A663 Ground Water Dynamics
CE A674 Waves, Tides, and Ocean Processes for Engineers

Transportation Engineering

CE A423 Traffic Engineering
CE A424 Pavement Design
CE A425 Highway Engineering
CE A426 Traffic Modeling and Simulation

Geotechnical Engineering

CE A414 Soil Strength and Slope Stability
CE A611 Geotechnical Earthquake Engineering
CE A612 Advanced Foundation Design

Structural Engineering

or CE A433 Reinforced Concrete Design
CE A451 Advanced Structural Analysis
CE A452 Advanced Steel Design
CE A454 Timber Design
Structural Finite Elements
Loads on Structures

* Must be completed with a minimum grade of C.

** Students are encouraged to take 6 credits from a single subdiscipline.

Either CE A432 or CE A433 may be chosen as a technical elective if not applied to satisfy
the requirements described above.

5. A total of 132 credits is required for the degree, of which 42 credits must be upper
division (300-, 400- or 600-level).

**Honors in Civil Engineering**

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4. Gain approval for a departmental honors design or research project prior to applying for graduation. Present an oral presentation and written report of project results eight weeks prior to scheduled graduation. The project proposal and final written report must be approved by the student’s academic advisor and the chair of Civil Engineering Department.
5. Pass the Fundamentals of Engineering Examination in or prior to the fall semester of the senior year.
6. Document a minimum of eight weeks work experience in an engineering or engineering-related position.
To: Francisco Miranda  
Chair, Undergraduate Academic Board, Faculty Senate  

From: Associate Professor Yasuhiro Ozuru, AS CAS/Psychology Department  

Subject: Minor Catalog change for the BS/BA Major Requirements for Psychology for 2015-2016 Catalog.  

Date: April 17, 2015  

This memorandum regards the minor Catalog change required due to the recent separation of PSY A261 (a 4.0 credit course) into two separate courses: PSY A261 (a 3.0 credit lecture course) and PSY A261L (a 1.0 credit lab). The reasons for this change are to: 1) provide more flexibility to students in deciding when to take these courses (i.e., the same or different semesters), and 2) to make it easier to evaluate transfer credits in cases where, typically, the students have completed the lecture portion of this course at another university but have not completed a course equivalent to the lab component. Therefore, I am requesting that the catalog for each Psychology major (BS and BA) be updated to reflect this change; in essence, the catalog change involves adding PSY261L to the list of requirements and updating the credit counts for both BS and BA programs for the Psychology major.

Attached to this cover memo please find:

- CAR for PSY A261  
- CCG for PSY A261  
- CAR for PSY A261L  
- CCG for PSY A261L
MEMO

To: Lora Volden, University Registrar
CC: UAA Governance Office & UAB
Re: Prerequisites for PRPE 108
Date: April 20, 2015

To facilitate multiple measures in course placement, “Course Prerequisites” on the PRPE A108 CAR should be revised slightly to read “Appropriate score on placement test, departmental approval, or a C or better in PRPE A086.”

If you have any questions, please feel free to contact me.

Shannon Gramse
Associate Professor and Chair,
CPDS English