

Undergraduate Academic Board

Audio: 786-6755 | ID: 83249 | Agenda

**April 24, 2015
2:00-5:00pm
ADM 204**

I. Roll

- | | | |
|--|---|---|
| <input type="checkbox"/> Alberta Harder (FS) | <input type="checkbox"/> Vacant (CBPP) | <input type="checkbox"/> Kevin Keating (LIB) |
| <input type="checkbox"/> Utpal Dutta (FS) | <input type="checkbox"/> Vacant (COH) | <input type="checkbox"/> Rick Adams (KPC) |
| <input type="checkbox"/> Francisco Miranda (Chair) | <input type="checkbox"/> Vacant (COH) | <input type="checkbox"/> Sheri Denison (Mat-su) |
| <input type="checkbox"/> Barbara Harville (CAS) | <input type="checkbox"/> Irasema Ortega (COE) | <input type="checkbox"/> Jared Griffin (Kod) |
| <input type="checkbox"/> Vacant (CAS) | <input type="checkbox"/> Carrie King (CTC) | <input type="checkbox"/> Christina Stuve (ADV) |
| <input type="checkbox"/> Vacant (CAS) | <input type="checkbox"/> 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)**

Undergraduate Academic Board

Audio: 786-6755 | ID: 83249 | Summary

April 17, 2015

2:00-5:00

ADM 204

I. Roll

- | | | |
|--|---|---|
| <input type="checkbox"/> Alberta Harder (FS) | <input type="checkbox"/> Vacant (CBPP) | <input type="checkbox"/> Kevin Keating (LIB) |
| <input type="checkbox"/> Utpal Dutta (FS) | <input type="checkbox"/> Vacant (COH) | <input type="checkbox"/> Rick Adams (KPC) |
| <input type="checkbox"/> Francisco Miranda (Chair) | <input type="checkbox"/> Vacant (COH) | <input type="checkbox"/> Sheri Denison (Mat-su) |
| <input type="checkbox"/> Barbara Harville (CAS) | <input type="checkbox"/> Irasema Ortega (COE) | <input type="checkbox"/> Jared Griffin (Kod) |
| <input type="checkbox"/> Vacant (CAS) | <input type="checkbox"/> Carrie King (CTC) | <input type="checkbox"/> Christina Stuve (ADV) |
| <input type="checkbox"/> Vacant (CAS) | <input type="checkbox"/> 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

Add EDFN A210 Data-informed Instruction (2 cr)(2+0)(pg. 55-61)
Waived first reading, approved for second

Add SOC A250 Guns in American Society (3 cr)(3+0)(pg. 62-67)
Postponed – Faculty Initiator not present

Chg ES A302 Engineering Data Analysis (3 cr)(3+0)(pg.68-71)
Waived first reading, approved for second

Chg Bachelor of Science, Civil Engineering (pg. 72-88)
Accepted for first reading

~~Add CED A194 Scientific Illustration (1 cr)(0.5+1)(pg. 89-91)~~
Not going to be a permanent course, removed from the agenda

Chg BA A287 Introduction to International Business (3 cr)(3+0)(pg. 92-96)
Waived first reading, approved for second

Chg BA A347 International Marketing (3 cr)(3+0)(pg. 97-101)
Waived first reading, approved for second

Chg BA A381 Consumer Behavior and Relationship Management
(3 cr)(3+0)(pg. 102-105)
Waived first reading, approved for second

Chg BA A388 Globalization and Business Environment (3 cr)(3+0)(pg. 106-111)
Waived first reading, approved for second

Add BA A485 International Business Applications (3 cr)(3+0)(pg. 112-117)
Accepted for first reading

Add BA A486 Field Studies in International Business (3 cr)(3+0)(pg. 118-121)
Accepted for first reading

Add BA A490C Selected Topics in International Business (1-3 cr)(1-3+0)
(pg. 122-127)
Waived first reading, approved for second

Add Minor, International Business (pg. 128-131)
Waived first reading, approved for second

Add ATA A102A Introduction to Aviation Technology A (2 cr)(2+0)(pg. 132-136)
Waived first reading, approved for second

Add ATA A102B Introduction to Aviation Technology B (1 cr)(1+0)(pg. 137-140)
Waived first reading, approved for second

Chg ATP A200 Commercial Ground School (3 cr)(3+0)(pg. 141-145)
Waived first reading, approved for second

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 GERC 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 GERC 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 (3cr)(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

IX. Informational Items and Adjournment:

- A. Geomatics Curriculum Changes (pg. 354)
Waived first reading, approved for second

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

B. Student Learning Outcomes. Students will be able to:	Graded Assessment Method
1. Describe and compare techniques and methods used in the past and today for traditional skills, including means of passing down traditional knowledge.	In-class discussions, activities, class project(s).
2. Apply course content to an individual or group project, exhibiting proficiency in the special topic area.	Individual, class project(s).
3. List materials or ingredients, tools, and other items needed for performing the traditional skill.	Class discussions, project(s)

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**

*Garibaldi, A. (1999). *Medicinal Flora of the Alaska Natives*. Anchorage, AK: University of Alaska Anchorage Alaska Natural Heritage Program.

Jones, A. (2010). *Plants That We Eat: Nauriat Niginaqutat*. Fairbanks, AK: University of Alaska Press.

Russell, P. (2011). *Nanwalek and Port Graham Alutiiq Plantlore*. Fairbanks, AK: University of Alaska Fairbanks Center for Cross-Cultural Studies.

X. **Bibliography**

*Campbell, D., Charles, W., & Ramoth-Sampson, R. (2002). *What the Elders Have Taught Us: Alaska Native Ways*. Portland, OR: Alaska Northwest Books.

Crowell, A., Worl, R., Ongtooguk, P., & Biddison, D. (Eds.). (2010). *Living our Cultures, Sharing our Heritage: The First Peoples of Alaska*. Washington, DC: Smithsonian Books.

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES**

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:

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

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

Student Learning Outcomes and Assessment Measures	
1. Describe the U.S. and international media systems in their histories, development, commercial viability, licensing structures, ethical values, and political roles.	Exams, quizzes and written assignments
2. 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.	Exams, quizzes and written assignments
3. Demonstrate the ability to think critically about media messages and the social realities created by diverse social processes.	Exams, quizzes, written assignments and presentations

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.	Exams, quizzes, written assignments and presentations	IV. Course Level Justification This course
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.	Projects	

se 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

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

Gladstone, B., Neufeld, J., Jones, R., & Jones, S. (2013). *The influencing machine*. New York, NY: W.W. Norton & Co.

VII. Bibliography

Auletta, K. (2011). *Googled: The end of the world as we know it*. London: Virgin Books.

Barbour, C., Wright, G. (2014). *Keeping the republic: citizenship in America* (7th ed.). Thousand Oaks, CA: CQ Press.

Hoeschmann, M. (2012). *Media literacies: A critical introduction*. Malden, MA: Wiley-Blackwell.

Milhailidis, P. (ed.). (2012). *News literacy*. New York, NY: Peter Lang.

Potter, J.W. (2012). *Media literacy*. (6th ed.). Thousand Oaks, CA: Sage Publications.

Silverblatt, A., Smith, A., Miller, D. (2014). *Media literacy: keys to interpreting media messages*. Westport, CT: Praeger Frederick.

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

**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:

Student Learning Outcomes and Assessment Measures				
Student Learning Outcomes	Social Science GER Outcomes	GER Capstone Outcomes	ACEJMC Standards*	Assessment Measures

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.	N/A	Integrate knowledge	N/A	Integrative project proposal
2. Effectively communicate in detail the nature of the issue or subject that is to be the focus of the project.	N/A	Communicate effectively	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	Integrative project proposal Final project and presentation
3. Demonstrate the disciplinary confidence and command to be able to carry out an appropriate senior-level research and writing or creative project.	N/A	Locate and use relevant information to make appropriate personal and professional decisions Integrate knowledge Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.	Display use of professional standards, values, and ethics in the pursuit of truth, accuracy, fairness and diversity.	Final project and presentation

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.	N/A	NA	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	Integrative project proposal Ethical discussions
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.	Describe the discipline he or she has studied and discuss the key principles or themes that unify it.	Locate and use relevant information Integrate knowledge	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	Integrative project proposal Portfolio Final project and presentation
4. Apply professional principles, theories, and practices and a well-developed regard for the range of human diversity and globalization.	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.	Integrate knowledge	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.	Integrative project proposal Theory and practice in Alaska assignment Final project and presentation
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, and/or cultural dynamics.	Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, and/or cultural dynamics.	N/A	N/A	Issues in diversity and human behavior in media practice assignment
6. Critically analyze social policies and social realities.	Demonstrate the ability to think critically about how society works and how	Think critically	Think critically, creatively and independently.	Integrative project proposal Reaction papers

	our social realities are created by diverse social processes and cultural practices.			Final project
7. Research, analyze, summarize, and verify data in preparation for professional journalism and public communications practice.	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.	Integrate knowledge	Conduct research and evaluate information by methods appropriate to the communications professions in which they work. Apply basic numerical and statistical concepts.	Integrative project proposal Portfolio Final project and presentation
8. Use and translate theory and research findings to inform professional practice.	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.	Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.	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. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	Integrative project proposal Portfolio Final project

*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

Berger, A.A. (2014) *Media and communication research methods*. Third Edition. SAGE Publications.

Clark, R.P. and Campbell, C. (2005). *The values and craft of American journalism*. St. Petersburg, FL: Poynter Institute.

Ettema, J. and Glasser, T. *Custodians of conscience: investigative journalism and public virtue*. New York, NY: Columbia University Press. 1998.*

Kovach, B. and Rosenstiel, T. (2014). *The elements of journalism: what newspeople should know and the public should expect (3rd. ed)*. New York, NY: Three Rivers Press.

Reynolds, N. and Davis, E. (2013). *Portfolio keeping: A guide for students*. (3rd ed.). New York, NY: Bedford/St. Martin's.

Starr, D.P. and Dunsford, D.W. (2014). *Working the story*. Lanham, MD: Rowman.

*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 <small>Abbreviated Title for Transcript (30 character)</small>												
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development												
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status No # of Repeats Max Credits								
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				11. Implementation Date <small>semester/year</small> From: Spring/2016 To: /9999								
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature								
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>												
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>								
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2.												
3.												
Initiator Name (typed): <u>Yong Cao</u> Initiator Signed Initials: _____ Date: _____												
13b. Coordination Email Date: <u>03/27/2015</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>				13c. Coordination with Library Liaison Date: <u>3/27/2015</u>								
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone												
15. Course Description (<i>suggested length 20 to 50 words</i>) 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.												
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16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) College of Business and Public Policy majors must be admitted to upper-division standing.									
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

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

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

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Identify client's needs and project scope	Initial contract agreement
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

Stroh, Linda K and Johnson, Homer H. *The Basic Principles of Effective Consulting*, Lawrence Erlbaum Associates, Mahwah, New Jersey 2006.

VIII. Bibliography

Constantinides, E. E. "The marketing mix revisited: Towards the 21st century marketing." Journal of Marketing Management, (2006): 22(3/4), 407-438.

Costa, M. "Beware the culture gap on global growth trail." Marketing Week, (2010): 33(41), 20-24.

Douglas, S., & Craig, C. "Convergence and divergence: Developing a semiglobal marketing strategy." Journal of International Marketing, (2011): 19(1), 82-101.

Fliess, B., & Busquets, C. "The role of trade barriers in SME internationalization." OECD Papers, 6.13 (2006): 1-19.

Ford, J. B., Mueller, B., & Taylor, C. R. "The tension between strategy and execution: Challenges for international advertising research." Journal of Advertising Research, (2011): 51, 27-44.

Franke, R. H., Hofstede, G., & Bond, M. H. "Cultural roots of economic performance: A research note." Strategic Management Journal, (1991): 165-173.

Gomez-Mejia, L.R. and Palich, L.E. "Cultural diversity and the performance of multinational firms." Journal of International Business Studies, (1997): 309-335.

- Keillor, B. D., Kohut, J., Walsh, D. M., & Hausknecht, D. "Global product strategy: A longitudinal multi-country product attribute study." Marketing Management Journal, 2011: 21(1), 124-139.
- Kónya, I. "Modeling cultural barriers in international trade." Review of International Economics, 2006: 494-507.
- Porter, M. E. "Clusters and the new economics of competition." Harvard Business Review, (1998): 77-90.
- Rugman, A. M., & Verbeke, A. "A perspective on regional and global strategies of multinational enterprises." Journal of International Business Studies, 2004: 3-18.
- Tse, D. K., Lee, K., Vertinsky, I., & Wehrung, D. A. "Does culture matter? A cross-cultural study of executives' choice, decisiveness, and risk adjustment in international marketing." Journal of Marketing, 52.4 (1988): 81-95.
- Yadong, L., & Huaichuan, R. "An ambidexterity perspective toward multinational enterprises from emerging economies." Academy of Management Perspectives, 23.4 (2009): 49-70.



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

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2. Course Prefix BA	3. Course Number A486	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (1+6)								
6. Complete Course Title Field Studies in International Business <small>Abbreviated Title for Transcript (30 character)</small>												
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**COURSE CONTENT GUIDE
UNIVERSITY OF ALAKSA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY**

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.)

Chan Savio and Michael Zakkour. *China's Super Consumers: What 1 Billion Customers Want and How to Sell it to Them*. Hoboken, New Jersey: Wiley. 2014.

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

Flores Eddie Jr., Elisia Flores., and Jon Murakami. *108 Tips on Business, Travel, and Culture in China*. L&L Franchise, Inc. 2015.

Brits Adriaan. *Luxury brand marketing in China 2015: The luxury and fashion market report for China*. Adriaan Brits. 2015.

Gupta Anil K., and Haiyan Wang. *Getting China and India Right: Strategies for Leveraging the World's Fastest Growing Economies for Global Advantage*. San Francisco CA: Jossey-Bass. 2009.

Schweitzer Sharon and Liz Alexander. *Access to Asia: Your Multicultural Guide to Building Trust, Inspiring Respect, and Creating Long-Lasting Business Relationships*. Hoboken, New Jersey: Wiley. 2015.

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.

A. Instructional Goals. The instructor will:
1. Introduce students to the methods, skills and techniques in international business
1. Help students to explore the field in international business
2. Utilize both local and global opportunities for experiential education in international business.

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

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:

AE A403	Arctic Engineering	3
CE A152	Introduction to Civil Engineering	1
CE A334	Properties of Materials *	3
CE A405	Transportation Engineering I	3
CE A431	Structural Analysis *	4
CE A435	Soil Mechanics *	3
CE A437	Project Planning *	1
CE A438	Design of Civil Engineering Systems	3
	Fundamentals of Environmental Engineering and Applied	3
CE A441	Environmental Science *	
CE A461	Hydraulic Analysis and Design	3
CHEM A105	General Chemistry I	
& A105L	and General Chemistry I Laboratory ¹	4
CHEM A106	General Chemistry II	
& A106L	and General Chemistry II Laboratory ¹	4
ENGL A212	Technical Writing	3
ENGR A151	Introduction to Engineering *	1
ENGR A161	Engineering Practices II *	3
ES A103	Engineering Graphics	3
ES A209	Engineering Statics *	3
ES A210	Engineering Dynamics *	3
ES A302	Engineering Data Analysis *	3
ES A331	Mechanics of Materials *	3
ES A341	Fluid Mechanics	
& A341L	and Fluid Mechanics Laboratory *	4
ESM A450	Economic Analysis and Operations *	3
GEO A155	Introduction to Surveying *	3
MATH A200	Calculus I *	4
MATH A201	Calculus II *	4
MATH A202	Calculus III *	4
MATH A302	Ordinary Differential Equations *	3
PHYS A211	General Physics I	
& A211L	and General Physics I Laboratory *	4
PHYS A212	General Physics II	4

& [A212L](#)

and General Physics II Laboratory *

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/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 6

[AEST A601](#) Aquatic Process Chemistry

[CE A445](#) Chemical and Physical Water and Wastewater Treatment 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	
CE A432	Steel Design ***
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
*	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

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 ~~that-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:

AE A403	Arctic Engineering	3
CE A152	Introduction to Civil Engineering	1
CE A334	Properties of Materials *	3
CE A344	Water Resources Engineering	3
CE A403	Arctic Engineering	3
CE A405	Transportation Engineering I	3
CE A406	Transportation Engineering II	3
CE A422	Foundation Engineering	3
CE A431	Structural Analysis *	4
CE A432	Steel Design	3
or CE A433	Reinforced Concrete Design	
CE A435	Soil Mechanics *	3
CE A437	Project Planning *	1
CE A438	Design of Civil Engineering Systems	3
	Fundamentals of Environmental Engineering and Applied	3
CE A441	Environmental Science *	
CE A461 CE A442	Hydraulic Analysis and Design Environmental Systems Design	3 3
CHEM A105	General Chemistry I	
& A105L	and General Chemistry I Laboratory ¹	4
CHEM A106	General Chemistry II	
& A106L	and General Chemistry II Laboratory ¹	4
ENGL A212	Technical Writing	3
ENGR A151	Introduction to Engineering *	1
ENGR A161	Engineering Practices II *	3
ES A103	Engineering Graphics	3
ES A209	Engineering Statics *	3
ES A210	Engineering Dynamics *	3
ES A302	Engineering Data Analysis *	3
ES A331	Mechanics of Materials *	3
ES A341	Fluid Mechanics	
& A341L	and Fluid Mechanics Laboratory *	4
ESM A450	Economic Analysis and Operations *	3
GEO A155	Introduction to Surveying *	3
MATH A200	Calculus I *	4
MATH A201	Calculus II *	4
MATH A202	Calculus III *	4

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MATH A302	Ordinary Differential Equations *	3
PHYS A211 & A211L	General Physics I and General Physics I Laboratory *	4
PHYS A212 & A212L	General Physics II and General Physics II Laboratory *	4

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.

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Environmental Engineering

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[CE A442 Environmental Systems Design](#) 3

Geotechnical Engineering

[CE A422 Foundation Engineering](#) 3

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Structural Engineering

[CE A432 Steel Design](#) 3

[CE A433 Reinforced Concrete Design](#) 3

Transportation Engineering

[CE A 406 Transportation Engineering II](#) 3

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Water Resources Engineering

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[CE A464 Hydrologic Analysis and Design](#) 3

3. Basic Science Elective

Select one of the following:

BIOL A115	Fundamentals of Biology I	3
BIOL/GEOL A178	Fundamentals of Oceanography	
BIOL A271	Principles of Ecology	
GEOL A111	Physical Geology	
GEOL A115	Environmental Geology	

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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. **

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Environmental Engineering

[AEST A601](#)

Aquatic Process Chemistry
Chemical and Physical Water and Wastewater Treatment Processes
Biological Treatment Processes
Advanced Unit Processes

[CE A445](#)

[CE A446](#)

[CE A447](#)

[Geotechnical Engineering](#)

[CE A414](#)

[Soil Strength and Slope Stability](#)

[CE A611](#)

[Geotechnical Earthquake Engineering](#)

[CE A612](#)

[Advanced Foundation Design](#)

[Structural Engineering](#)

[CE A432](#)

[Steel Design ***](#)

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](#)~~

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~~[CE A452](#)~~

~~[Advanced Steel Design](#)~~

~~[CE A454](#)~~

~~[Timber Design](#)~~

CE A631

Structural Finite Elements

CE A639

Loads on Structures

* Must be completed with a minimum grade of C.

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

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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