

Undergraduate Academic Board Agenda

September 26, 2014

2:00-5:00

ADM 204

I. Roll

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

Ex-Officio Members

- () Susan Kalina
- () Lora Volden
- () Scheduling and Publications

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2-4)

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

VI. Program/Course Action Request- Second Readings

Add ANTH A464 Culture and Globalization (GER)(stacked with ANTH A664)
(3 cr)(3+0)(pg. 5-13)

Chg STAT A253 Applied Statistics for the Sciences (GER)(4 cr)(4+0)(pg. 14-19)

VII. Program/Course Action Request- First Readings

VIII. Old Business

IX. New Business

A. UAB Goals for 2014-2015 Academic Year (pg. 20)

- B. Motion:** After reviewing the workflow for GER courses, the eCurriculum Workflow subcommittee proposes that all GER courses be reviewed by the General Education Committee (GERC) first, before being reviewed by the Undergraduate Academic Board (UAB). This changes the current process of having the courses be reviewed by UAB before and after going to the GERC.
- Justification:** This shift will allow for a more efficient workflow process in the eCurriculum software (CIM) and avoid unnecessary delays in approval.

C. GELO Outcomes motion reconsidered as catalog copy change (pg. 21)

D. General Course Requirements for AA and AAS written communication Skills English A111 (pg. 22)

X. Informational Items and Adjournment

Undergraduate Academic Board Summary

September 19, 2014

2:00-5:00

ADM 145

I. Roll

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

Ex-Officio Members

() Susan Kalina
(x) Lora Volden
(x) Scheduling and Publications

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

Approved

III. Approval of Meeting Summary (pg. 4-8)

Approved

IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

Written report posted online

B. University Registrar Lora Volden

No report

V. Chair's Report

A. UAB Chair- Francisco Miranda

B. GERC

Approved JUST A432 and ANTH A454

Did not approve ANTH A464, this course will come back for a second reading

VI. New Business

A. Catalog Copy for Repeatable, Variable-Credit Courses (pg. 8)

Motion to approve the memo

Unanimously Approved

B. Motion: After reviewing the workflow for GER courses, the eCurriculum Workflow subcommittee proposes that all GER courses be reviewed by the General Education Committee (GERC) first, before being reviewed by the Undergraduate Academic Board (UAB). This changes the current process of having the courses be reviewed by UAB before and after going to the GERC.

Justification: This shift will allow for a more efficient workflow process in the eCurriculum software (CIM) and avoid unnecessary delays in approval.

Motion will be postponed until GERC can review and approve it

VII. Program/Course Action Request- Second Readings

Add JUST A432 Crime Analysis and Mapping (GER)(3 cr)(3+0)(pg. 9-14)
Unanimously Approved

Add AAS, Veterinary Technology (pg. 15-22)
Unanimously Approved

Chg ANTH A415 Applied Anthropology (Stacked with ANTH A615)
(3 cr)(3+0)(pg. 23-32)

Unanimously Approved

Chg ANTH A454 Culture and Ecology (GER)(Stacked with ANTH A654)
(3 cr)(3+0)(pg. 33-49)

Unanimously Approved

Add ANTH A464 Culture and Globalization (GER)(stacked with ANTH A664)
(3 cr)(3+0)(pg. 50-63)

GERC did not approve this course and it will return for a second reading

VIII. Program/Course Action Request- First Readings

Del ANTH A338 Peoples and Cultures of Scandinavia (3 cr)(3+0)(pg. 64)
Waive first reading, approve for second

Chg STAT A253 Applied Statistics for the Sciences (GER)(4 cr)(4+0)(pg. 65-68)
Accepted for first reading

Add BIOL A108 Principles and Methods in Biology (GER)(6 cr)(3+9)(pg. 69-73)
Waive first reading, approve for second as GERC already approved in Spring 2014

Add BIOL A442 Experiential Learning: Animal Behavior (3 cr)(1+4)(pg. 74-77)
Chg BIOL A451 Microbial Biotechnology (3 cr)(3+0)(pg. 78-81)
Add BIOL A453 Experiential Learning: Microbial Ecology (4 cr)(2+4)(pg. 82-86)
Add BIOL A454 Experiential Learning: Microbial Biotechnology (4 cr)(2+4)(pg. 87-91)
Add BIOL A455 Experiential Learning: Bioinformatics (4 cr)(2+4)(pg. 92-97)
Chg BIOL A462 Virology (stacked with BIOL A662 (3 cr)(3+0)(pg. 98-109)
Add BIOL A463 Molecular Biology of Cancer (3 cr)(3+0)(pg. 110-113)
Add BIOL A464 Metals in Biology (3 cr)(3+0)(pg. 114-118)
Chg BIOL A465 Experiential Learning: Molecular Biology (stacked with BIOL A665)
(4 cr)(2+4)(pg. 119-128)
Chg BIOL A471 Immunology (Crosslisted with CHEM A471)(3 cr)(3+0)(pg. 129-134)
Chg CHEM A471 Immunology (Crosslisted with BIOL A471)(3 cr)(3+0)(pg. 135-140)
Chg BIOL A472 Biogeography (3 cr)(3+0)(pg. 141-144)

BIOL A442 to BIOL a472 - Waive first reading, approve for second

Chg BIOL A473 Conservation Biology (GER)(3 cr)(3+0)(pg. 145-149)
Accepted for first reading

Add BIOL A474 Ecotoxicology (3 cr)(3+0)(pg. 150-153)
Waive first, approve for second

Add BIOL A475 Fish Ecology (3 cr)(3+0)(pg. 154-157)
Waive first, approve for second – number changed to A466 as A475 was not available

Add BIOL A476 Wildlife Population Dynamics and Management (3 cr)(3+0)(pg. 158-162)
Waive first, approve for second - number changed to A467 as A476 was not available

Chg BIOL A478 Biological Oceanography (stacked with BIOL A678)(3 cr)(3+0)(pg. 163-168)
Waive first, approve for second

Add BIOL A480 Ecological and Conservation Genetics (3 cr)(3+0)(pg. 169-173)
Waive first, approve for second

Chg BIOL A481 Marine Biology (GER)(3 cr)(3+0)(pg. 174-178)
Accepted for first reading

The following courses and programs are postponed until October 10th

Add BIOL A482 Spatial Ecology (3 cr)(3+0)(pg. 179-183)
Add BIOL A483 Exploration Ecology (2 cr)(2+0)(pg. 184-188)
Add BIOL A484 Experiential Learning: Exploration Ecology Field Study
(4 cr)(0+8)(pg. 189-193)
Add BIOL A486 Evolutionary Ecology (3 cr)(3+0)(pg. 194-198)
Chg BIOL A487 Comparative Anatomy of Vertebrates (3 cr)(3+0)(pg. 199-201)
Chg BIOL A488 Experiential Learning: Development Biology (4 cr)(2+4)(pg. 202-205)
Chg BIOL A489 Population Genetics and Evolutionary Processes (GER)(3 cr)(3+0)(pg. 206-210)
Chg BIOL A495 Instructional Practicum: Laboratory (1 cr)(0+3)(pg. 211-213)
Chg Bachelor of Arts, Biological Sciences (pg. 214-)
Chg Bachelor of Science, Biological Sciences (pg. 216-238)
Chg Bachelor of Science, Natural Sciences (pg. 239-265)

IX. Old Business

X. Informational Items and Adjournment



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

1a. School or College AS CAS		1b. Division ASSC Division of Social Science			1c. Department Anthropology												
2. Course Prefix ANTH	3. Course Number A464	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Culture and Globalization Abbreviated Title for Transcript (30 character)																	
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 If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Other (please specify)			9. Repeat Status Yes # of Repeats 1 Max Credits 3														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Spring/2015 To: /														
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with ANTH A664 Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .																	
<table border="1"><thead><tr><th>Impacted Program/Course</th><th>Date of Coordination</th><th>Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. Anthropology BA/BS</td><td>10-31-12</td><td>Steve Langdon</td></tr><tr><td>2. International Studies</td><td>02-12-13</td><td>Dorn Vandommelen</td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Anthropology BA/BS	10-31-12	Steve Langdon	2. International Studies	02-12-13	Dorn Vandommelen	3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Anthropology BA/BS	10-31-12	Steve Langdon															
2. International Studies	02-12-13	Dorn Vandommelen															
3.																	
Initiator Name (typed): <u>Marie Lowe</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>04-02-13</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>04-02-13</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) Exploration of the relationship between culture and globalization through an examination of global capitalism and ethnographic experiences in the workplace, in the context of transnational migration and diasporas, and through the influence of new information technologies and media on values, beliefs, and practices.																	
16a. Course Prerequisite(s) (list prefix and number or test code and score) ANTH A101 or ANTH A202 or ANTH A250 completed with a minimum grade of C.			16b. Co-requisite(s) (concurrent enrollment required)														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Junior or Senior Standing														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action The class has been taught three times as a selected topics course. A permanent upper division anthropology course is needed to expose students to contemporary ethnographic studies about the relationship between globalization and sociocultural change. It would fill an ethnography course requirement for dept majors and it is also proposed as a capstone option for ANTH and IS majors.																	

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Dr. Marie E. Lowe</u>			<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

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: October 2013

II. Curriculum Action Request

A. School:	College of Arts and Sciences
B. Course Prefix:	ANTH
C. Course Number:	A464
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Program:	BA/BS Anthropology
G. Course Title:	Culture and Globalization
H. Grading Basis:	A-F
I. Implementation Date:	Spring/2015
J. Cross-listed/Stacked:	Stacked with ANTH A664
K. Course Description:	Exploration of the relationship between culture and globalization through an examination of global capitalism and ethnographic experiences in the workplace, in the context of transnational migration and diasporas, and through the influence of new information technologies and media on values, beliefs, and practices.
L. Course Prerequisites:	ANTH A101 or ANTH A202 or ANTH A250 with a minimum grade of a C.
M. Course Co-requisites:	N/A
N. Other Restrictions:	Class
O. Registration Restrictions:	Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing
P. Course Fees:	N/A
Q. Course Attributes:	General Education Requirement, Integrative Capstone

III. Instructional Goals and Student Learning Outcomes

- A. The instructor will do the following in class:
1. Discuss course readings with use of discussion guide and with an emphasis on rhetorical argument skills and Socratic reasoning.
 2. Facilitate student familiarity with cultural dimensions of globalization and modernity through readings and discussion.

3. Explain and guide students through the research process via step-by-step and semester-long review of the literature, outlining assignments, and writing by way of drafts.
4. Facilitate the production of a formal piece of academic writing.

B. Student Learning Outcomes and Assessment

Students will be able to:

Student Learning Outcomes	Assessment Procedures	Integrative Capstone Goals
Effectively communicate using rhetorical argument and Socratic reasoning skills.	Graded class discussions.	Effective Communication, knowledge integration, critical thinking.
Apply critical thinking and informed understandings to positions on the history and effects of large drivers of sociocultural change like globalization, what culture is, and the logic of cultural relativism.	Graded class discussions.	Critical thinking, knowledge integration.
Construct a literature review, formulate a research question and argument, locate references, build a bibliography, and write by way of drafts.	Assignments devoted to a step-by-step process for constructing a formal research paper.	Information literacy, knowledge integration, critical thinking.
Build academic writing skills.	Midterm paper with bibliography expanded to final term paper.	Information literacy, knowledge integration, critical thinking.

IV. Course Level Justification

This course will build on and refine student understanding of historical processes, cultural diversity, and human adaptation to change introduced in lower division anthropology courses. As an Integrative Capstone requirement, the course advances the analysis, writing, and presentation skills previously acquired in Tier 1 GER courses and other anthropology courses.

V. Topical Course Outline

A. Introductions: definitions of globalization and culture

1. Overview of course subtopics: Development, Mobility, Media.
2. Globalization as Neoliberalism, Cosmopolitanism and Consumption, the Rise of Fundamentalisms and Nationalisms, and Identity Politics.
3. Argumentation and Reasoning Skills.
4. Literature Review and Library Research Fundamentals.
5. Selection of a research topic.

B. Development, Devolution, Discourse

1. Development theory.
2. Empirical/Ethnographic treatment of capitalism and the modern workplace.
3. Formulation of a research topic thesis statement, bibliography, research paper outline and exposition.

C. Mobility: Migration, Transnationalism, Diasporas

1. Migration theory.
2. Empirical/Ethnographic treatment of migration.
3. Writing by way of drafts.

D. Media, Technology, and Identity

1. Identity Theory.
2. Media and New Technology Theory.
3. Empirical/Ethnographic treatment of media and identity: media and hegemony; media and resistance.
4. Presentation and Articulation of research topic.

E. Conclusions

Cultural Homogenization vs. Cultural Adaptation

VI. Suggested Texts

A. Theoretical Foundations:

Ervin, Alexander M. 2015. Cultural Transformations and Globalization: Theory, Development, and Social Change. Boulder, CO: Paradigm. (In Press).

Lewellen, Ted C. 2002. The Anthropology of Globalization: Cultural Anthropology Enters the 21st Century. Westport, CT: Bergin and Garvey. *

B. Ethnographies/Ethnographic Writings (Instructor will update periodically and **choose three main works** per semester):

Bestor, Theodore C. 2004. Tsukiji: The Fish Market at the Center of the World. Berkeley: University of California Press.

Chavez, Leo. 1998. Shadowed Lives: Undocumented Immigrants in American Society. Crawfordville: Wadsworth. *

Chernoff, John. 2003. Hustling is not Stealing: Stories of an African Bar Girl. Chicago: University of Chicago Press.

Farrar, James. 2002. Opening Up: Youth, Sex, Culture and Market Reform in Shanghai. Chicago: University of Chicago Press.*

Freeman, Carla. 2000. High Tech and High Heels in the Global Economy: Women, Work and Pink Collar Identities in the Caribbean Durham: Duke University Press.*

Ginsburg, Faye. 2002. "Screen Memories: Resignifying the Traditional in Indigenous Media." In Media Worlds, Ginsburg, Abu-Lughod, and Larkin, eds. Berkeley: University of California Press. Pp. 39-57.*

Hirsch, Jennifer. 2003. A Courtship After Marriage: Sexuality and Love in Mexican Transnational Families. Berkeley: University of California Press.

Holtzman, Jon D. 2008. Nuer Journeys, Nuer Lives: Sudanese Refugees in Minnesota. Boston: Pearson.

Jordan, Ann T. 2011. The Making of a Modern Kingdom: Globalization and Change in Saudi Arabia. Long Grove, Illinois: Waveland Press.

LaBennett, Oneka. 2011. She's Mad Real: Popular Culture and West Indian Girls in Brooklyn. New York: NYU Press.

Mazzarella, William. 2003. Shoveling Smoke: Advertising and Globalization in Contemporary India. Durham: Duke University Press.*

Ntarangwi, Mwenda. 2009. East African Hip Hop: Youth Culture and Globalization. Champaign, IL: University of Illinois Press.

Mills, Mary Beth. 1999. Thai Women in the Global Labor Force. New Brunswick: Rutgers University Press.*

Ngai, Pun. 2005. Made in China: Women Factory Workers in a Global Workplace. Durham: Duke University Press.*

Pai, Hsiao-Hung. 2012. Scattered Sand: The Story of China's Rural Migrants. Verso: London.

Rudnykyj, Daromir. 2010. Spiritual Economies: Islam, Globalization, and the Afterlife of Development. Ithaca: Cornell University Press.

Said, Edward. 1997. Covering Islam: How the Media and the Experts Determine How We See the Rest of the World. New York: Vintage.*

Walsh, Andrew. 2012. Made in Madagascar: Sapphires, Ecotourism, and the Global Bazaar. Toronto: University of Toronto Press.

West, Paige. 2012. From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea. Durham: Duke University Press.

Xiang, Biao. 2007. Global "Body Shopping": An Indian Labor System in the Information Technology Industry. Princeton: Princeton University Press.

C. Videos:

Black, Stephanie. 2001. Life and Debt. *

Flaherty, Robert J. 1922. Nanook of the North. *

Kunuk, Zacharias. 2002. The Fast Runner. (Excerpts in class; full-length on reserve) *

VII. Bibliography and Resources

Cole, Jennifer and Deborah Durham. 2006. Generations And Globalization: Youth, Age, and Family in the New World Economy. Bloomington: Indiana University Press.

Comoroff, John L. and Jean Comoroff. 2009. Ethnicity, Inc. Chicago: University of Chicago Press.

Giddens, Anthony. 2003. Runaway World: How Globalization is Reshaping Our Lives. London: Routledge. *

Barber, Benjamin. 1995. Introduction to *Jihad vs. McWorld*. New York: Times Books.*

Bell, Wendell. 2004. "Humanity's Common Future: Seeking a Positive Future". *The Futurist* 38 (5) (September October 2004): 30-36.

Bucholtz, Mary. 2002. "Youth and Cultural Practice". *Annual Review of Anthropology*, 31:525-52. *

Friedman, Thomas. 2005. The World is Flat. New York: Farrar, Strauss, and Giroux.

Juergensmeyer, Mark 2004 "Holy Orders: Religious Opposition to Modern States". *Harvard International Review*, Winter 2004: 34-38.

Knudson, Tom. 2004. "Shifting the pain: World's resources feed California's growing appetite". *The Sacramento Bee*, April 27, 2003.

Miller, Mark Crispin. 2002. "What's Wrong With This Picture". *The Nation*, January 7-14:333-336. *

Sklair, Leslie. 2004. "Sociology of the Global System". In *The Globalization Reader*, Lechner and Boli, eds. Malden, MA: Blackwell Publishing. Pp. 70-76.

Ramdas, Kavita. 2006. "Feminists and Fundamentalists". *Current History*, March 2006 99-104.

Rivoli, Pietra. 2009. The Travels of a T-Shirt in the Global Economy. Hoboken, NJ: Wiley.

Ruthven, Malise. 2007. Fundamentalism: A Very Short Introduction. New York: Oxford University Press.

Schiller, Nina Glick and Thomas Faist. 2010. Migration, Development, and Transnationalization. New York: Berghahn Books.

Snyder, David Pearce 2004 "Five Meta-Trends Changing the World". *The Futurist* Vol. 38, No. 4 , July-August 2004: 22-28.

Stiglitz, Joseph E. 2002 "Globalism's Discontents". *The American Prospect*, 13(1):1-14. *

Vise, David A. 2005 "What Lurks in Its Soul?" *The Washington Post*, November 13, 2005.

Wilson, Chris 2006 "The Century Ahead". *Daedalus*, Winter 2006. Vol. 135, No. 1, Pages 5-8.

*Denotes classic/seminal work



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science			1c. Department Mathematics & Statistics	
2. Course Prefix STAT	3. Course Number A253	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (4+0)		
6. Complete Course Title Applied Statistics for the Sciences Applied Stats for Sciences Abbreviated Title for Transcript (30 character)						
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 type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify) <input type="checkbox"/> General Education Requirement				9. Repeat Status No # of Repeats n/a Max Credits n/a		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date semester/year From: Spring/2015 To: 99/9999		
				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. 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 .						
1. Geography and Environmental Science		Date of Coordination		Chair/Coordinator Contacted		
2.		08/07/14		Dorn VanDommelen		
3.						
Initiator Name (typed): <u>Kanapathi Thiru</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email Date: <u>08/11/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)				13c. Coordination with Library Liaison Date: <u>08/13/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <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>) Intensive survey course with applications for the sciences. Topics include descriptive statistics, probability, random variables, binomial, Poisson and normal distributions, estimation and hypothesis testing of common parameters, analysis of variance for single factor and two factors, correlation, and simple linear regression. A major statistical software package will be utilized.						
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) (MATH A107 or MATH A109 or MATH A172) with minimum grade of C				16b. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a		
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>) If prerequisite is not satisfied, appropriate SAT, ACT or AP scores or approved UAA placement test required.		
17. <input checked="" type="checkbox"/> Mark if course has fees				18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action MATH A172 is more applied than MATH A107; but essentially covers similar topics and hence a suitable prerequisite for STAT A253.						

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
Kanapathi Thiru			<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
Mathematics & Statistics Department

I. **Initiation Date:** Fall 2014

II. **Course Information**

- A. **College:** College of Arts and Sciences
- B. **Course Subject/Number:** STAT A253
- C. **Credits:** 4
- D. **Contact Hours:** 4+0
- E. **Course Title:** Applied Statistics for the Sciences
- F. **Repeat Status:** No
- G. **Grading Basis:** A-F
- H. **Course Description:** Intensive survey course with applications for the sciences. Topics include descriptive statistics, probability, random variables, binomial, Poisson and normal distributions, estimation and hypothesis testing of common parameters, analysis of variance for single factor and two factors, correlation, and simple linear regression. A major statistical software package will be utilized.
- I. **Course Prerequisites:** (MATH A107 or MATH A109 or MATH A172) with minimum grade of C
- J. **Course Attributes:** UAA GER Quantitative Skill Requirement
- K. **Fees:** Yes
- L. **Stacked:** No

III. **Course Level Justification**

The course requires knowledge of topics typically covered in the prerequisite courses of MATH A107 - College Algebra or MATH A109 – Precalculus or MATH A172 – Applied Finite Mathematics.

IV. **Quantitative Skill Requirement Justification**

This is an excellent course for undergraduates to foster the analytical and mathematical abilities necessary for success in their study and professional life. The probability and statistics problems in the course challenge the students’ critical thinking and quantitative problem solving skills as well as skills in the manipulation and/or exploration of quantitative data.

V. **Instructional Goals and Student Learning Outcomes**

A.	Instructional Goals. The instructor will:
1.	Introduce descriptive statistics, probability and more widely used parametric statistical methods.
2.	Utilize real-world data sets from the sciences and introduce one major statistical package to aid statistical analyses.
3.	Guide with writing reports effectively communicating the statistical results.

B.	Student Learning Outcomes: Students will be able to:	Assessment Method
1.	Solve thought provoking problems and critically evaluate statistical information from real life scenarios.	Exams
2.	Collect data either by running an appropriate randomized experiment or from a reliable source.	Exams and Mini Projects
3.	Use a major statistical software package to conduct analysis of data, being sure to validate all assumptions relevant to the selected statistical method.	Exams and Mini Projects
4.	Draw conclusions and write a report effectively communicating the results.	Mini Projects

VI. Topical Course Outline

1. Descriptive Statistics
 - a. Tabular and Graphical Methods
 - b. Measures of Central Tendency and Dispersion
 - c. Correlation
2. Probability Concepts
 - a. Chance Experiments, Sample Space and Events
 - b. The Definition and Postulates of Probability
 - c. Counting Rules
 - d. Rules of Probability
 - e. Conditional Probability and Independent Events
 - f. Bayes' Rule
3. Random Variables and Probability Distributions
 - a. Probability Distributions, Expected Value and Variance of Discrete Random Variables
 - b. Binomial and Poisson Distributions
 - c. Probability Distributions of Continuous Random Variables
 - d. The Normal Distribution
 - e. The Normal Approximation to the Binomial Distribution
4. Sampling Distributions
 - a. Central Limit Theorem
 - b. Sampling Distribution of Sample Mean
 - c. Sampling Distribution of Sample Proportion
5. Estimation
 - a. Point Estimators and Unbiasedness of Estimators
 - b. Confidence Interval of Common Parameters
 - c. Sample Size Determination
6. Inferences based on Single Sample
 - a. Type I Error, Type II Error and Power of a Test
 - b. Tests Concerning a Population Mean
 - c. Tests Concerning a Population Proportion
7. Inferences Based on Two samples

- a. Tests Concerning the Difference between Two Population Means using Independent Samples
 - b. Tests Concerning the Difference between Two Population Means using Paired Samples
 - c. Tests Concerning the Difference between Two Population Proportions using Independent Samples
 - d. Test for Comparing Two Population Variances using Independent samples
8. Analysis of Variance
- a. One-Way Analysis of Variance
 - b. Analysis of variance of a Randomized Block Design
 - c. Two-Way Analysis of Variance
 - d. Post-Hoc Pair-wise Comparisons
9. Simple Linear Regression and Correlation
- a. The regression Model
 - b. Estimation of Model Parameters and Statistical Inference in Simple Linear Regression
 - c. Confidence Interval of the Mean Value of Y for a specified value of X
 - d. Prediction Interval for the Value of Y for a specified value of X
 - e. Correlation Analysis
10. Analysis of Categorical Data *
- a. Contingency Tables
 - b. Chi-Squared Test of Independence
- * Optional Topic

VII. Suggested Texts

Mendenhall W., Beaver R.J. and Beaver B.M. 2013. *Probability and Statistics*, 14th edition. Brooks/Cole.

McClave J.T. and Sincich T. 2012. *Statistics*, 12th edition. Pearson.

VIII. Bibliography

Agresti A. and Franklin C. 2013. *Statistics: The Art and Science of Learning from Data*, 3rd edition. Pearson.

Aliaga M. and Gunderson B. 2006. *Interactive Statistics*, 3rd edition. Pearson.

Freund J.E. and Perles B.M. 2007. *Modern Elementary Statistics*, 12th edition. Pearson.

*Milton S., McTeer P., and Corbet J. 1997. *Introduction to Statistics*. McGraw Hill.

*Newmark J. 1997. *Statistics and Probability in Modern Life*, 6th edition. Brooks/Cole.

Samuels M.L., Witmer J.A. and Schaffner A. 2011. *Statistics for the Life Sciences*, 4th

edition. Pearson

*classic books

DRAFT—DRAFT

UAB Goals 2014-2015

Goal 1: Improve the efficiency and maintain the quality of curriculum review by adopting new procedures and by promoting the use of new technologies.

Goal 2: Work with the Office of Academic Affairs and the Office of the Registrar on academic policies and procedures.

Goal 3: Work with the Office of Academic Affairs and the Office of the Registrar on the implementation of the Course Inventory Management System.

Goal 4: Coordinate curriculum update plans with the Vice Provost for Undergraduate Academic Affairs, the Graduate Academic Board Chair, and the Academic Assessment Chair.

Goal 5: Continue the coordination of curricular affairs with college/school committee chairs, department chairs, and faculty initiators.

Goal 6: Update the *Curriculum Handbook* as needed.

GER Student Learning Outcomes

After completing the GERs, UAA students shall be able to:

- ~~• Communicate effectively in a variety of contexts and formats;~~
- ~~• Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;~~
- ~~• Relate knowledge to the historical context in which it developed and the human problems it addresses;~~
- ~~• Interpret different systems of aesthetic representation and understand their historical and cultural contexts;~~
- ~~• Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;~~
- ~~• Identify ways in which science has advanced the understanding of important natural processes;~~
- ~~• Locate and use relevant information to make appropriate personal and professional decisions;~~
- ~~• Adopt critical perspectives for understanding the forces of globalization and diversity; and~~
- ~~• Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.~~
- Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World through study of the natural and social sciences, mathematics, humanities, and the arts.
- Develop Intellectual and Practical Skills across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.
- Acquire Tools for Effective Civic Engagement in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.
- Integrate and Apply Learning, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/gers/#sthash.0UBOo71s.dpuf>



July 30, 2014

To: Sandra Pence, GER Chair
CC: Francisco Miranda, UAB Chair
From: Lora Volden, University Registrar *Lora Volden*

Re: General Course Requirements English A111

Issue:

Current catalog language for the general course requirements for AA and AAS degrees requires all students earning these degrees to complete English A111 as one of the Written Communication Skills courses. If a student places higher than ENGL A111, they need to file a petition, and these petitions must route all the way to the provost's office.

Proposal:

Rather than require the specific course ENGL A111 and then a choice of one more course from a list, require 6 credits from one list. Since the other courses all require ENGL A111 as a pre-requisite, there is no reason to separate out ENGL A111. This will be more accurate and more student-friendly.

Please see the suggested catalog track changes below.

Catalog Change

Written Communication Skills 6

ENGL A111

Introduction to Composition and one of the following:

CIOS A260A

Business Communications

ENGL A211

Academic Writing About Literature

ENGL A212

Technical Writing

ENGL A213

Writing in the Social and Natural Sciences

ENGL A214

Persuasive Writing