September 14, 2018
2:00-5:00pm
Physical location: ADM 201
Audio Conference: 786-6755, Passcode: 284572
Link to Live Skype Meeting

I. Roll
[ ] Yvonne Chase, Chair (COH) [ ] Clayton Trotter (CBPP) [ ] Lia Calhoun (KPC)
[ ] Luke Grabarek (FS) [ ] Utpal Dutta (CoEng) [ ] Erik Hirschmann (Mat-su)
[ - ] Vacant (FS) [ ] Catherine Hample (COH) [ - ] Vacant (PWSC)
[ - ] Vacant (FS) [ ] Albert Grant (CTC) [ ] Christina Stuive (SA)
[ - ] Vacant (FS, CAS) [ ] Robin Hanson (LIB) [ - ] Vacant (USUAA)
[ ] Jackie Cason (CAS) [ - ] Vacant (SOEd) [ ] John Duffy (Adjunct)
[ ] Brian Cook (CAS) [ ] Jared Griffin (Kod)

Ex-Officio Members
[ ] Susan Kalina, Vice Provost for Academic Affairs
[ ] Lindsey Chadwell, University Registrar

II. Review of Agenda (pg. 1-2)

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

IV. Administrative Reports
   A. Vice Provost for Academic Affairs, Susan Kalina
      i. Accreditation Self-Study Update
   B. University Registrar, Lindsey Chadwell
      i. Dates & Deadlines

V. Chair’s Report
   A. UAB Chair, Yvonne Chase
   B. GERC Chair, Sandy Pence

VI. New Business
   A. Changes to UAB deadlines

VII. Policy Related Issues
   A.

VIII. Program/Course Action Request- Second Readings

IX. Program/Course Action Request- First Readings
   Chg ASTR A103: Solar System Astronomy
Chg  ASTR A103L: Solar System Astronomy Laboratory
Chg  ASTR A104: Stars, Galaxies, and Cosmology
Chg  ASTR A104L: Stars, Galaxies, and Cosmology Laboratory
Chg  PHIL A400: Ethics, Community, and Society
Chg  BA A375: Statistics for Business and Economics
Chg  PHTH-MNR: Minor in Public Health
Chg  PMED-AAS: Associate of Applied Science in Paramedical Technology
Add  -UGCERT: Paramedical Technology
Chg  EE A314: Electromagnetics
Chg  EE A324: Electromagnetics II
Chg  SOCI-BA: Bachelor of Arts in Sociology
Chg  SOCI-BS: Bachelor of Science in Sociology
Chg  SOCI-MNR: Minor in Sociology

X.  Informational Items and Adjournment
A.  Next meeting: 9/21/18 in ADM 204
B.  Non-Credit COH - Conflict Resolution Skills (pg. 6-8)
C.  Non-Credit COH - Cancer (Multiple Seminar Titles)  (pg. 9-11)
D.  Non-Credit KOD – English for the Health Care Workplace  (pg. 12-14)
E.  Non-Credit PWSC – Excel II  (pg. 15-17)
F.  Non-Credit PWSC – Wrd II  (pg. 18-20)
G.  CoEng CAR – CE A4940  (pg. 21-23)
H.  CoEng CAR – EE A494P  (pg. 24-32)
I.  CoEd CAR – ED A551  (pg. 33-40)
J.  CoEd CAR – ED A561  (pg. 41-48)
K.  CoEd CAR – ED A566  (pg. 49-56)
L.  CoEd CAR – ED A569  (pg. 57-64)
M.  CoEd CAR – ED A573  (pg. 65-72)
April 27, 2018
2:00-5:00pm
Physical location: ADM 204
Audio Conference: 786-6755, Passcode: 284572
Link to Live Skype Meeting

I. Roll
[X] Carrie King, Chair (FS)
[X] Sandy Pence (FS)
[X] Luke Grabarek (FS)
[X] Barbara Harville (FS, CAS)
[X] Jackie Cason (CAS)
[A] Clayton Trotter (CBPP)
[E] Hilary Seitz (COE)

[E] Utpal Dutta (CoEng)
[X] Troy Payne (COH)
[X] Yvonne Chase (COH)
[X] Darrin Marshall (CTC)
[X] Robin Hanson (LIB)
[E] Kathrynn Hollis-Buchanan (Kod)
[X] Casey Rudkin (KPC)

[E] Erik Hirschmann (Mat-su)
[X] Vacant (PWSC)
[X] Bettina Kipp Lavea (SA)
[- ] Vacant (USUAA)
[A] John Duffy (Adjunct)

Ex-Officio Members
[X] Susan Kalina, Vice Provost for Academic Affairs
[X] Lindsey Chadwell, Interim Registrar

II. Review of Agenda (pg. 1-3)

III. Review of Meeting Summary (pg. 4-5)

IV. Administrative Reports
   A. Vice Provost for Academic Affairs, Susan Kalina
      i. Accreditation Self-Study Update
   B. Interim University Registrar, Lindsey Chadwell
      i. Dates & Deadlines

V. Chair’s Report
   A. UAB Chair, Carrie King
   B. GERC Chair, Sandy Pence

VI. New Business
   A. Changes to UAB deadlines
      Discussion on making curriculum deadlines earlier.

VII. Policy Related Issues
   A.

VIII. Program/Course Action Request- Second Readings
   Chg EE A314: Electromagnetics
   Chg EE A324: Electromagnetics II
   Postponed by faculty initiator
IX. Program/Course Action Request - First Readings

Chg  EDEC A403: Mathematics and Science in Early Childhood
      Waive 1st, approve 2nd read. Forward to Faculty Senate.

Chg  BA A375: Statistics for Business and Economics
      No faculty initiator.

Chg  GEO A246: Geomatics Computations II

Chg  GIS A467: Image Analysis
      Waive 1st, approve 2nd read. Forward to Faculty Senate.

Chg  CHEM-BS: Bachelor of Science in Chemistry
      Waive 1st, approve 2nd read. Forward to Faculty Senate.

Chg  CE A403: Arctic Engineering
      Waive 1st, approve 2nd read. Forward to Faculty Senate.

Chg  MBIO A468: Geomicrobiology
      Waive 1st, approve 2nd read. Forward to Faculty Senate.

Add  PM A423: Stakeholder Engagement and Collaboration

Add  PM A424: Advanced Project Risk Management

Chg  PM A430: Systems Engineering Fundamentals

Add  PM A432: Advanced Project Controls

Add  PM A450: Advanced Information Technology Project Management
      Waive 1st, approve 2nd read. Forward to Faculty Senate.

Chg  PHYS A211: General Physics I

Chg  PHYS A212: General Physics II

Add  PHYS A214: Waves, Thermodynamics, and Electricity

Add  PHYS A214L: Waves, Thermodynamics, and Electricity Laboratory
      Waive 1st, approve 2nd read. Forward to Faculty Senate.

Chg  CCNA-OECERT: Occupational Endorsement Certificate in Cisco Certified Network Associate (CCNA)

Chg  CNTC-AAS: Associate of Applied Science in Computer and Networking Technology

Chg  VETT-OECERT: Occupational Endorsement Certificate in Veterinary Assisting
      Only changes to SLOs, removed from UABs agenda.

Chg  MATH A314: Linear Algebra

Chg  MATH A420: Historical Mathematics
      Waive 1st, approve 2nd read. Forward to Faculty Senate.
Chg  PSY A111: Introduction to Psychology  
*Waive 1st, approve 2nd read. Forward to Faculty Senate.*

Chg  HIST A121: East Asian Civilization I

Chg  HIST A122: East Asian Civilization II

Chg  HIST A131: History of the United States I

Chg  HIST A132: History of the United States II

Chg  HIST A431: America: Colonies and Revolution

Add  HIST A454: United States History in the New Gilded Age, 1980s to the Present  
*Waive 1st, approve 2nd read. Forward to Faculty Senate.*

X. **Informational Items and Adjournment**

A. Next meeting: 8/24/18 in ADM 204  
B. DSST Credit Award Changes – Corporate Finance (pg. 6)  
C. DSST Credit Award Changes – Business Ethics (pg. 7)  
D. Non-Credit COH - AHEC Scholars Program (pg. 8-10)  
E. Non-Credit COH - Cancer (Multiple Seminar Titles) (pg. 11-13)  
F. Non-Credit COH - Interprofessional Education Grand Rounds (pg. 14-16)  
G. Non-Credit COH - Rural Immersion Institute of the North (pg. 17-19)  
H. Non-Credit COH - Substance Abuse (Multiple Seminar Titles) (pg. 20-22)
April 18, 2018

University of Alaska Anchorage
Non-Credit and CEU
Curriculum Form

Date: 7/2/2018

Required for all Non-credit Professional Development/Training, Personal Enrichment, University Access/College Success, and CEU Courses (Personal Enrichment offerings only need to complete 1-6 and gain approval by the dean or director)

1. Course/Workshop/Conference/Seminar Title: Conflict Resolution Skills/Alternatives to Violence Program Workshop Training

2. Category and PREFIX: (Select one of the following)

☐ PEN - Personal Enrichment (Art, culture, music, fitness, languages, gardening, etc.)
☐ PDT - Professional Development and Training (professionally oriented offerings, workforce credentials, workshops, conferences, etc.)
☐ UCS - University Access and College Success (Youth Camps, writing, math, reading, ESL, test prep, etc.)

3. Submitted by:

Lisa Cauble
Faculty or Designee

COH/CHD/AKTC
College/Campus

4. Type of Activity: (Select one of the following)

☐ Summer Camp (youth programs)
☐ Bridging Program (students advance between two education institutions)
☐ Workshop (participants engage in intensive group discussion on a specific subject)
☐ Seminar (small group setting facilitated by an instructor)
☐ Conference (formal meeting setting to discuss professional topic)
☐ Class (one or more gatherings of students who are taught together)
☐ Webinar (conducted over the internet)
☐ Other

5. Type of offering:

☐ CEU: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented, with one CEU typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential
learning where the student's investigation and discovery are largely independent. Fractional CEUS may be awarded. Participants may receive a certificate of completion from the offering unit.

☑ Non-Credit: Non-credit courses are offered as professional development/training, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition). Participants may receive a certificate of attendance or participation from the offering unit, except for personal enrichment offerings approved only through the dean/director level.

Courses designed to meet external agency continuing education standards may also check the below:

☑ CE-eligible event by participant choice: These courses meet the standards of an outside agency and participants may request Continuing Education credit through that agency.

6. Description of the non-credit activity, including topics covered and delivery method: (brief paragraph)

Model is dedicated to reducing interpersonal violence in our society through the presentation of teaching conflict resolution skills that can enable individuals to build successful interpersonal interactions, gain insights into themselves and find a new positive approaches to conflicts in their lives, work environments and community through experiential workshop settings. The four key objectives learned and focused on are: affirmation, cooperation, community building and conflict resolution.

PERSONAL ENRICHMENT WITH CERTIFICATE OF ATTENDANCE OR PARTICIPATION/PROFESSIONAL DEVELOPMENT/TRAINING NON-CREDIT AND CEU PROPOSALS ARE REQUIRED TO COMPLETE THE FOLLOWING:

7. Coordination Point(s) of Contact: (If the course topic is aligned with a program outside the offering unit, coordination with the appropriate department must occur in advance, and the department should have the opportunity to respond. List the name of the person with whom you coordinated, note any issues that came up, and how they were resolved.)

☐ Not Applicable

Name of Coordination POC

8. Recommended Minimum Instructor Qualifications:

9. Suggested Texts or Materials, if any:

10. If CEU Offering, Indicate Number of CEUs: NA

Contact Hours __ (Directed Learning) and/or ____ (Laboratory/Experiential Learning)
April 18, 2018

11. If CEU Offering, Complete the Following Table:

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>Assessment Measures</td>
</tr>
</tbody>
</table>

Add more rows as needed

**Approvals:** (By signing, the dean/director has confirmed that appropriate consultation with faculty and coordination across units as needed has occurred.) The dean/director is the final approval. Other than Personal Enrichment offerings, all non-credit/CEU proposals must be submitted from the dean/director to the Office of Academic Affairs. After review, the Office of Academic Affairs shall inform the dean/director of any issues that it believes need to be addressed. If everything is in order, the Office of Academic Affairs will send an informational item to the Governance Office.

Dean or Director  7/2/18  Academic Affairs  7/9/18
Date  Date
University of Alaska Anchorage
Non-Credit and CEU
Curriculum Form

Date: 6-8-18

Required for all Non-credit Professional Development/Training, Personal Enrichment, University Access/College Success, and CEU Courses (Personal Enrichment offerings only need to complete 1-6 and gain approval by the dean or director)

1. Course/Workshop/Conference/Seminar Title: Youth Mental Health First Aid

2. Category and PREFIX: (Select one of the following)

☐ PEN - Personal Enrichment (Art, culture, music, fitness, languages, gardening, etc.)
☒ PDT - Professional Development and Training (professionally oriented offerings, workforce credentials, workshops, conferences, etc.)
☐ UCS - University Access and College Success (Youth Camps, writing, math, reading, ESL, test prep, etc.)

3. Submitted by:

Lisa Cauble, director
Faculty or Designee

College of Health, Alaska Training Cooperative
College/Campus

4. Type of Activity: (Select one of the following)

☐ Summer Camp (youth programs)
☐ Bridging Program (students advance between two education institutions)
☐ Workshop (participants engage in intensive group discussion on a specific subject)
☐ Seminar (small group setting facilitated by an instructor)
☐ Conference (formal meeting setting to discuss professional topic)
☐ Class (one or more gatherings of students who are taught together)
☐ Webinar (conducted over the internet)
☒ Other Training - in-person delivery

5. Type of offering:

☐ CEU: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented, with one CEU typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential
learning where the student’s investigation and discovery are largely independent. Fractional CEUS may be awarded. Participants may receive a certificate of completion from the offering unit.

✓ Non-Credit: Non-credit courses are offered as professional development/training, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition). Participants may receive a certificate of attendance or participation from the offering unit, except for personal enrichment offerings approved only through the dean/director level.

Courses designed to meet external agency continuing education standards may also check the below:

✓ CE-eligible event by participant choice: These courses meet the standards of an outside agency and participants may request Continuing Education credit through that agency.

6. Description of the non-credit activity, including topics covered and delivery method:
(brief paragraph)
Youth Mental Health First Aid (YMHFA) is an 8-hour in-person training for adults, 18 and older, that is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health, substance use challenge, or who is in crisis.

PERSONAL ENRICHMENT WITH CERTIFICATE OF ATTENDANCE OR PARTICIPATION/PROFESSIONAL DEVELOPMENT/TRAINING NON-CREDIT AND CEU PROPOSALS ARE REQUIRED TO COMPLETE THE FOLLOWING:

7. Coordination Point(s) of Contact: (If the course topic is aligned with a program outside the offering unit, coordination with the appropriate department must occur in advance, and the department should have the opportunity to respond. List the name of the person with whom you coordinated, note any issues that came up, and how they were resolved.)

Name of Coordination POC
✓ Not Applicable

8. Recommended Minimum Instructor Qualifications:

9. Suggested Texts or Materials, if any:
Youth MHFA Manual and handouts

10. If CEU Offering, Indicate Number of CEUs: NA

Contact Hours ___ (Directed Learning) and/or ___ (Laboratory/Experiential Learning)
April 18, 2018

11. If CEU Offering, Complete the Following Table:

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

*Add more rows as needed*

**Approvals:** (By signing, the dean/director has confirmed that appropriate consultation with faculty and coordination across units as needed has occurred.) The dean/director is the final approval. Other than Personal Enrichment offerings, all non-credit/CEU proposals must be submitted from the dean/director to the Office of Academic Affairs. After review, the Office of Academic Affairs shall inform the dean/director of any issues that it believes need to be addressed. If everything is in order, the Office of Academic Affairs will send an informational item to the Governance Office.

![Signatures]

Dean or Director  7/2/18

Academic Affairs  7/9/18
April 18, 2018

University of Alaska Anchorage
Non-Credit and CEU
Curriculum Form

Date: June 1, 2018

Required for all Non-credit Professional Development/Training, Personal Enrichment, University Access/College Success, and CEU Courses (Personal Enrichment offerings only need to complete 1-6 and gain approval by the dean or director)

1. Course/Workshop/Conference/Seminar Title: English for the Health Care Workplace

2. Category and PREFIX: (Select one of the following)
   - PEN - Personal Enrichment (Art, culture, music, fitness, languages, gardening, etc.)
   - PDT - Professional Development and Training (professionally oriented offerings, workforce credentials, workshops, conferences, etc.)
   - UCS - University Access and College Success (Youth Camps, writing, math, reading, ESL, test prep, etc.)

3. Submitted by:
   - Linda Himaboom, Kodiak Adult Basic Education Coordinator
   - Kodiak College Adult Basic Education (ABE) Program
   - Faculty or Designee
   - College/Campus

4. Type of Activity: (Select one of the following)
   - Summer Camp (youth programs)
   - Bridging Program (students advance between two education institutions)
   - Workshop (participants engage in intensive group discussion on a specific subject)
   - Seminar (small group setting facilitated by an instructor)
   - Conference (formal meeting setting to discuss professional topic)
   - Class (one or more gatherings of students who are taught together)
   - Webinar (conducted over the internet)
   - Other

5. Type of offering:

   - CEU: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented, with one CEU typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential
learning where the student’s investigation and discovery are largely independent. Fractional CEUS may be awarded. Participants may receive a certificate of completion from the offering unit.

☐ Non-Credit: Non-credit courses are offered as professional development/training, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition). Participants may receive a certificate of attendance or participation from the offering unit, except for personal enrichment offerings approved only through the dean/director level.

Courses designed to meet external agency continuing education standards may also check the below:

☐ CE-eligible event by participant choice: These courses meet the standards of an outside agency and participants may request Continuing Education credit through that agency.

6. Description of the non-credit activity, including topics covered and delivery method:
(brief paragraph)

We use audio, video, websites, discussions, and class activities regarding Health Care workplaces. Communication skills relative to workplaces may include: pronunciation, interpreting dosages and directions, levels of pain, patient history, clarification, & listening tasks at novice-int levels. Accurate communication regarding essential math (fractions, decimals, measurement), phrases & appropriate medical terms. Kodiak Job Center personnel explores employment training & opportunities.

PERSONAL ENRICHMENT WITH CERTIFICATE OF ATTENDANCE OR PARTICIPATION/PROFESSIONAL DEVELOPMENT/TRAINING NON-CREDIT AND CEU PROPOSALS ARE REQUIRED TO COMPLETE THE FOLLOWING:

7. Coordination Point(s) of Contact: (If the course topic is aligned with a program outside the offering unit, coordination with the appropriate department must occur in advance, and the department should have the opportunity to respond. List the name of the person with whom you coordinated, note any issues that came up, and how they were resolved.)

Linda Himelblau, M.S., M.A.T. ☐ Not Applicable
Name of Coordination POC

8. Recommended Minimum Instructor Qualifications: B.A. or B.S.

9. Suggested Texts or Materials, if any:
Modified materials based on differentiated and individualized instruction.

10. If CEU Offering, Indicate Number of CEUs:

Contact Hours ☐ Directed Learning and/or ☐ Laboratory/Experiential Learning
April 18, 2018

11. If CEU Offering, Complete the Following Table:

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate essential information related to workplace needs</td>
<td>Taking a pre-post- Test of Adult Basic Education (TABE) or...</td>
</tr>
<tr>
<td>Demonstrate command of Standard English</td>
<td>Taking a Basic English Skills Test (BEST) or TABE</td>
</tr>
<tr>
<td>Reading and listening for accuracy</td>
<td>Answer written and oral answer questions</td>
</tr>
<tr>
<td>Explore career interests</td>
<td>Sign up for Alexsys AlaskaJobs listing site</td>
</tr>
<tr>
<td><em>Add more rows as needed</em></td>
<td></td>
</tr>
</tbody>
</table>

**Approvals:** (By signing, the dean/director has confirmed that appropriate consultation with faculty and coordination across units as needed has occurred.) The dean/director is the final approval. Other than Personal Enrichment offerings, all non-credit/CEU proposals must be submitted from the dean/director to the Office of Academic Affairs. After review, the Office of Academic Affairs shall inform the dean/director of any issues that it believes need to be addressed. If everything is in order, the Office of Academic Affairs will send an informational item to the Governance Office.

[Signatures]

Dean or Director Date Academic Affairs Date
University of Alaska Anchorage

Non-Credit and CEU Curriculum Form

Date: Thursdays and Fridays, 6/21, 6/22, 6/28, 6/29 12:30 pm-4:30 pm

Required for all Non-credit Professional Development/Training, Personal Enrichment, University Access/College Success, and CEU Courses (Personal Enrichment offerings only need to complete 1-6 and gain approval by the dean or director)

1. Course/Workshop/Conference/Seminar Title: __Excel II

2. Category and PREFIX: (Select one of the following)

___PEN - Personal Enrichment (Art, culture, music, fitness, languages, gardening, etc.)

_X__PDT - Professional Development and Training (professionally oriented offerings, workforce credentials, workshops, conferences, etc.)

___UCS - University Access and College Success (Youth Camps, writing, math, reading, ESL, test prep, etc.)

3. Submitted by:

Katie Bobowski_________________________
Faculty or Designee

PWSC-Copper Basin_____________________
College/Campus

4. Type of Activity: (Select one of the following)

___Summer Camp (youth programs)

___Bridging Program (students advance between two education institutions)

___Workshop (participants engage in intensive group discussion on a specific subject)

___Seminar (small group setting facilitated by an instructor)

___Conference (formal meeting setting to discuss professional topic)

_X__Class (one or more gatherings of students who are taught together)

___Webinar (conducted over the internet)

___Other ________________________________

5. Type of offering:

___CEU: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented, with
one CEU typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential learning where the student’s investigation and discovery are largely independent. Fractional CEUS may be awarded. Participants may receive a certificate of completion from the offering unit.

X Non-Credit. Non-credit courses are offered as professional development/training, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition). Participants may receive a certificate of attendance or participation from the offering unit, except for personal enrichment offerings approved only through the dean/director level.

Courses designed to meet external agency continuing education standards may also check the below:

CE-eligible event by participant choice: These courses meet the standards of an outside agency and participants may request Continuing Education credit through that agency.

6. Description of the non-credit activity, including topics covered and delivery method: (brief paragraph)
Introduces more advanced of spreadsheet design and use, including commands, formulas, and functions. Covers insertion of charts, objects and hyperlinks.

Budget: instructor ($50/hr) * (16 hrs)= $800 + travel ($125/trip) * (4 trips)= $1300 + $390 overhead= $1690. Charge $1700 for the class

PERSONAL ENRICHMENT WITH CERTIFICATE OF ATTENDANCE OR PARTICIPATION/PROFESSIONAL DEVELOPMENT/TRAINING NON-CREDIT AND CEU PROPOSALS ARE REQUIRED TO COMPLETE THE FOLLOWING:

7. Coordination Point(s) of Contact: (If the course topic is aligned with a program outside the offering unit, coordination with the appropriate department must occur in advance, and the department should have the opportunity to respond. List the name of the person with whom you coordinated, note any issues that came up, and how they were resolved.)

Steve Johnson
Name of Coordination POC
8. **Recommended Minimum Instructor Qualifications:**
   Experience with computers on a regular basis for minimum of 5 years

9. **Suggested Texts or Materials, if any:**

10. **If CEU Offering, Indicate Number of CEUs:** _______

    **Contact Hours** _______ (Directed Learning) and/or _______ (Laboratory/Experiential Learning)

11. **If CEU Offering, Complete the Following Table:**

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

    | Student Learning Outcomes | Assessment Measures |
    |---------------------------|---------------------|
    |                           |                     |
    |                           |                     |
    | Add more rows as needed   |                     |

**Approvals:** (By signing, the dean/director has confirmed that appropriate coordination has occurred. For Personal Enrichment offerings, the dean/director is the final approval. For all other offerings, Academic Affairs must review and approve.)

[Signature]

J. Daniel O'Connor
Dean or Director
May 16, 2018

[Signature]

Academic Affairs
Date
5-16-18
University of Alaska Anchorage

Non-Credit and CEU
Curriculum Form

Date: Thursdays and Fridays, 6/21, 6/22, 6/28, 6/29 8:30 am-12 pm

Required for all Non-credit Professional Development/Training, Personal Enrichment, University Access/College Success, and CEU Courses (Personal Enrichment offerings only need to complete 1-6 and gain approval by the dean or director)

1. Course/Workshop/Conference/Seminar Title: Word II

2. Category and PREFIX: (Select one of the following)

  ___PEN - Personal Enrichment (Art, culture, music, fitness, languages, gardening, etc.)
  ___PDT - Professional Development and Training (professionally oriented offerings, workforce credentials, workshops, conferences, etc.)
  ___UCS - University Access and College Success (Youth Camps, writing, math, reading, ESL, test prep, etc.)

3. Submitted by:

   Katie Bobowski_________________________  PWSC-Copper Basin_________________________
   Faculty or Designee                     College/Campus

4. Type of Activity: (Select one of the following)

   ___Summer Camp (youth programs)
   ___Bridging Program (students advance between two education institutions)
   ___Workshop (participants engage in intensive group discussion on a specific subject)
   ___Seminar (small group setting facilitated by an instructor)
   ___Conference (formal meeting setting to discuss professional topic)
   ___Class (one or more gatherings of students who are taught together)
   ___Webinar (conducted over the internet)
   ___Other _________________________________

5. Type of offering:

   ___CEU: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented, with
one CEU typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential learning where the student's investigation and discovery are largely independent. Fractional CEUs may be awarded. Participants may receive a certificate of completion from the offering unit.

**X** Non-Credit: Non-credit courses are offered as professional development/training, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition). Participants may receive a certificate of attendance or participation from the offering unit, except for personal enrichment offerings approved only through the dean/director level.

Courses designed to meet external agency continuing education standards may also check the below:

_________ CE-eligible event by participant choice: These courses meet the standards of an outside agency and participants may request Continuing Education credit through that agency.

6. Description of the non-credit activity, including topics covered and delivery method: (brief paragraph)
Introduces advanced concepts and applications of word processing. Students learn commands needed to create, format, edit and print documents. Each student will have a computer with a mouse (provided by PWSC) to practice with while in the classroom.

**Budget:** instructor ($50/hr) * (16 hrs) = $800 + travel ($125/trip) * (4 trips) = $1300 + $390 overhead = $1690. Charge $1700 for the class

**PERSONAL ENRICHMENT WITH CERTIFICATE OF ATTENDANCE OR PARTICIPATION/PROFESSIONAL DEVELOPMENT/TRAINING NON-CREDIT AND CEU PROPOSALS ARE REQUIRED TO COMPLETE THE FOLLOWING:**

7. Coordination Point(s) of Contact: (If the course topic is aligned with a program outside the offering unit, coordination with the appropriate department must occur in advance, and the department should have the opportunity to respond. List the name of the person with whom you coordinated, note any issues that came up, and how they were resolved.)

Steve Johnson
Name of Coordination POC

_____ Not Applicable
8. Recommended Minimum Instructor Qualifications:
   Experience with computers on a regular basis for minimum of 5 years

9. Suggested Texts or Materials, if any:

10. If CEU Offering, Indicate Number of CEUs: __________

    Contact Hours ___ (Directed Learning) and/or ____ (Laboratory/Experiential Learning)

11. If CEU Offering, Complete the Following Table:

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   Add more rows as needed

   Approvals: (By signing, the dean/director has confirmed that appropriate coordination has occurred. For Personal Enrichment offerings, the dean/director is the final approval. For all other offerings, Academic Affairs must review and approve.)

   DocuSigned by: J. Daniel O'Connor May 16, 2018
   Dean or Director Date

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

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Civil Engineering

2. Course Prefix
CE

3. Course Number
A494O

4. Previous Course Prefix & Number

5a. Credits/CEUs
3

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

6. Complete Course Title
Highway Capacity Manual

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Registration Restrictions
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Co-requisites
☐ General Education Requirement

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F
☐ P/IP
☐ NG

11. Implementation Date
semester/year
From: 08/2018 To: 12/2018

12. ☒ Cross Listed

☒ Stack Listed

☐ with CE A494O

Cross-Listed Coordination

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

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

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

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

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

13c. Coordination with Library Liaison
Date: 

14. General Education Requirement
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)
Highway capacity analysis for preliminary planning, geometrical design, and current operational capacity of roadway transportation facilities.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
CE A405

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

This course will give undergraduate students the basic tools used on the national level in dealing with highway capacity. These tools were introduced to deal with capacity analysis of our transportation network. Engineers in Alaska need to be aware of these tools to use it in design of new facilities and as a corrective action for existing facilities.

-------------------------------

Osama Alageh
April 12, 2018
Initiator (Faculty only)

-------------------------------

Joe Young
April 12, 2018
Initiator (TYPE NAME)

-------------------------------

Matthew Kupilik
April 26, 2018
College/School Curriculum Committee Chair

-------------------------------

Rob Lang
May 10, 2018
Dean/Director of School/College

-------------------------------

Undergraduate/Graduate Academic
Board Chair

-------------------------------

Provost or Designee

5-16-18
University of Alaska Anchorage  
Course Content Guide

I. Date of Initiation: 4-11-2018
II. Curriculum Action Request
   A. College: Engineering
   B. Course Prefix: CE
   C. Course Number: A494O
   D. Number of Credits: 3
   E. Contact Hours: 145
   F. Course Title: Highway Capacity Manual
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2018
   I. Cross-listed/Stacked: CE A694O
   J. Course Description: Highway capacity analysis for preliminary planning, geometrical  
      design, and current operational capacity of roadway transportation facilities.
   K. Course Prerequisites: CE A405
   L. Course Co-requisites: None
   M. Other Restrictions: None
   N. Registration Restrictions: None
   O. Course Fees: None

III. Instructional Goals and Student Learning Outcomes
    A. Instructional Goals. The instructor will:
       1. Basic methodologies related to analysis of facilities,
       2. Skills for evaluation of performance,
       3. Comprehend highway capacity manual standards,
       4. Understand the types of highway facility case studies,
       5. Analyze capacity of designed or constructed transportation facilities,
       6. Analyze capacity of signalized and unsignalized intersection,
       7. Prepare and write a design project report within a team and conduct a research in the  
          subject area,
       8. Integrate the social, economic, and environmental aspects in a design project report.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
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</thead>
<tbody>
<tr>
<td>Comprehend and determine methodologies related to analysis of facilities</td>
<td>Performance in the exam, quizzes, and homework assignments.</td>
</tr>
<tr>
<td>recognize and apply the techniques for evaluation of performance</td>
<td>Performance in presentation of a project report and in a capacity analysis project.</td>
</tr>
<tr>
<td>identify and apply highway capacity manual standards</td>
<td>Performance in the exam, quizzes, and homework assignments.</td>
</tr>
<tr>
<td>discuss and analyze various types of highway facility case studies</td>
<td>Performance in presentation capacity analysis project report.</td>
</tr>
<tr>
<td>analyze capacity of designed or constructed transportation facilities</td>
<td>Performance in the exam, quizzes, and homework assignments.</td>
</tr>
<tr>
<td>analyze capacity of signalized and unsignalized intersection</td>
<td>Performance in presentation and project report.</td>
</tr>
</tbody>
</table>
prepare and write a design/research project report within a team and conduct a research in the subject area

integrate the social, economic, and environmental aspects in a design project report.

<table>
<thead>
<tr>
<th>Performance in preparing, presenting and writing a design project report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance in preparing, presenting, and writing a design project.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course will give undergraduate students the basic tools used on the national level in dealing with highway capacity. These tools were introduced to deal with capacity analysis of our transportation network. Engineers in Alaska need to be aware of these tools to use it in design of new facilities and as a corrective action for existing facilities.

V. Topical Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Historical background …</td>
</tr>
<tr>
<td>Level of Analysis</td>
<td>Definitions of various terms, Performance measures</td>
</tr>
<tr>
<td>Uninterrupted Flow, Basic Freeway Segment Analysis</td>
<td>Steps for analysis with example</td>
</tr>
<tr>
<td>Freeway Weaving Segment Analysis</td>
<td>Method of capacity analysis with example</td>
</tr>
<tr>
<td>Freeway Merge and Diverge Segment Analysis</td>
<td>Method of capacity analysis with example</td>
</tr>
<tr>
<td>Multilane Highway Analysis</td>
<td>Method of capacity analysis with example</td>
</tr>
<tr>
<td>Two-Lane Highway Analysis</td>
<td>Method of capacity analysis with example</td>
</tr>
<tr>
<td>Uninterrupted Flow Urban Street Facilities, Urban Street Segments</td>
<td>General Analysis Considerations, Method of capacity analysis with example</td>
</tr>
<tr>
<td>Signalized Intersection</td>
<td>General Design Considerations: Method of capacity analysis with example</td>
</tr>
<tr>
<td>Two-Way STOP Control and All-Way STOP Control Intersection</td>
<td>Method of capacity analysis with example</td>
</tr>
<tr>
<td>Roundabouts,</td>
<td>Method of capacity analysis with example</td>
</tr>
<tr>
<td>Interchange Ramp Terminals, Off-Street Pedestrian and Bicycle Facilities</td>
<td>Method of capacity analysis with example</td>
</tr>
</tbody>
</table>

VI. Suggested Texts

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td>No Division Code</td>
<td>Electrical Engineering</td>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>EE</td>
<td>A494P</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Power Systems Analysis

Abbreviated Title for Transcript (30 characters)

7. Type of Course
- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action:
- [X] Add
- [ ] Change
- [ ] Delete

9. Repeat Status No
- [ ] # of Repeats
- [ ] Max Credits

10. Grading Basis
- [ ] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date
- [ ] Semester/year
  - From: 08/2018
  - To: 12/2018

12. [ ] Cross Listed with

- [ ] Stacked with

- Cross-Listed Coordination Signature

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

<table>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13c. Coordination with Library Liaison

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

15. Course Description (suggested length 25 to 50 words)
The course provides students with a comprehensive overview of interconnected power system operation. At the completion of the course, students should be able to build appropriate models for an interconnected power system, and know how to perform power flow, economic dispatch, and short circuit analysis.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
EE A307

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

16c. Automatic Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

17. [ ] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. Justification for Action
The content of this course used to be offered in EE A307. EE A307 will focus mainly on electric machines and another power system course will be added to the curriculum, until then this temporary course is needed to fill the gap.

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

Co-Initiator:
Initiator Signed Initials:
Initiator Date:

[Signature]

June 26, 2018

[Signature]

June 26, 2018

[Signature]

June 26, 2018

[Signature]

June 26, 2018

[Signature]

June 26, 2018
COURSE CONTENT GUIDE
University of Alaska Anchorage, College of Engineering

I. Implementation Date: April 2018

II. Course Information
A. College: College of Engineering
B. Course Title: Power Systems Analysis
C. Course Number: EE A494P
D. Credit Hours: 3.0
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: Evaluation and design of power transmission lines and transformers, synchronous machine modeling, network analysis, power system representations, fault analysis, and load flow.
H. Prerequisites: (EE A261 and EEA353) with a minimum grade of C
I. Course Fee: CoENG standard Fee

III. Course Level Justification: This course requires a knowledge of electrical systems and mathematics commensurate with upper level coursework in electrical engineering.

IV. Topical Course Outline:

(a) Basic Concepts
   i. Power in single phase AC circuits
   ii. Complex power
   iii. The power triangle
   iv. Balanced three phase circuits

(b) Transmission Line Series Impedance
   i. Types of conductors
   ii. Resistance
   iii. Inductance of a conductor due to internal flux
   iv. Flux linkage of one conductor in a group
   v. Bundled conductors
   vi. Parallel circuits

(c) Transmission Line Capacitance
   i. Electric field in a conductor
   ii. Capacitance in a two wire line
   iii. Capacitance of a three phase line
   iv. Effect of earth on the capacitance of the line
   v. Bundled conductor
   vi. Parallel circuits

(d) Current and Voltage Relations on a Transmission Line
   i. Short transmission lines
   ii. Medium transmission lines
   iii. Long transmission lines
   iv. Power flow in a line
   v. Reactive power compensation
   vi. Transients: Traveling waves and reflection
   vii. Direct Current AC transmission lines
(e) System Modeling
   i. Synchronous machines
   ii. Transformers
   iii. Per unit
   iv. The one-line diagram

(f) Load Flow solutions
   i. Equivalence of sources
   ii. The bus admittance and impedance matrices
   iii. The Gauss-Seidel method
   iv. The Newton-Raphson method
   v. The PowerWorld Software

(g) Symmetrical Three-Phase Faults
   i. Transient in RL circuits DC and AC components
   ii. Internal voltage and reactance of rotating machines
   iii. Short circuit currents
   iv. Circuit breaker Selection

(h) Symmetrical Components
   i. Symmetrical components of unsymmetrical phasors
   ii. Phase shift in delta-wye transformers
   iii. Power in symmetrical components
   iv. Positive, negative and zero sequence networks

(i) Unsymmetrical Faults
   i. Single-line-to-ground faults
   ii. Line-to-line faults
   iii. Double-line-to-ground faults
   iv. Faults through impedance

(j) Power Systems Stability
   i. The stability problem
   ii. Rotor dynamics and the swing equation
   iii. The power angle equation
   iv. Equal Area Criterion of Stability
V. **Instructional Goals and Defined Outcomes**

The Instructor will:

(a) Introduce power principles and concepts

(b) Familiarize the students with various power systems components

(c) Motivate and explain tools and techniques used in the modern power systems

(d) Introduce computation and design methods for power systems transient analysis

Upon successful completion of this course students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, simulate, model and design a multi-bus power network</td>
<td>Assignments, Exams, Quizzes, Projects, Class Discussions</td>
</tr>
<tr>
<td>Identify, formulate, and solve power systems related engineering problems</td>
<td>Assignments, Exams, Quizzes, Projects, Class Discussions</td>
</tr>
<tr>
<td>Analyze power systems circuits transients</td>
<td>Assignments, Exams, Quizzes, Projects, Computer Simulations, Class Discussions</td>
</tr>
<tr>
<td>Utilize modern software and hardware to model and analyze power systems</td>
<td>Assignments, Exams, Quizzes, Projects, Class Discussions</td>
</tr>
</tbody>
</table>

VI. **Suggested Text**


VII. **Bibliography**


EE A494P                  Power Systems Analysis                  Fall 2018

CLASS INFORMATION

Instructor        Ahmed AbuHussein
Office            EIB 409J
Email             aabuhussein@alaska.edu
Office Hrs.       Monday/Wednesday 11:30 am-12:45 pm or by Email.
Day/Time          Tuesday/Thursday 4:00 pm-5:15 pm
Location          EIB 215

DESCRIPTION

The course provides students with a comprehensive overview of interconnected power system operation. At the completion of the course, students should be able to build appropriate models for an interconnected power system, and know how to perform power flow, economic dispatch, and short circuit analysis.

TEXTBOOKS AND REFERENCES


TOPICS

<table>
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<tr>
<th>#</th>
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<tr>
<td>1</td>
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<td>2</td>
<td>Transmission Line Series Impedance</td>
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<tr>
<td>3</td>
<td>Transmission Line Capacitance</td>
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<tr>
<td>4</td>
<td>Current and Voltage Relations on a Transmission Line</td>
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<tr>
<td>5</td>
<td>System Modeling</td>
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<tr>
<td>6</td>
<td>Load Flow solutions</td>
<td>3</td>
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<td>7</td>
<td>Symmetrical Three-Phase Faults</td>
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<td>8</td>
<td>Symmetrical Components</td>
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<td></td>
<td>2nd Midterm</td>
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EE A494P Power Systems Analysis Fall 2018

GRADING

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<td>2nd Midterm</td>
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<td>B 89-80</td>
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<tr>
<td>Assignments &amp; Quizzes</td>
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<tr>
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<td>Final Exam</td>
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<td>F &lt;50</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
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</table>

SOFTWARE

- MATLAB/SIMULINK
- RSCAD

LAB SAFETY RULES

Care must be taken with the use of electric power. A misunderstanding of the risk may lead to serious injury and even fatal consequences. Before energizing any new experiment, be sure of your connections and inform the instructor. Understand and identify the maximum values expected. Any excess value may produce personal injury as well as physical damage to the equipment. Any uncertainty must be cleared by the instructor prior to proceeding.

LATE ASSIGNMENTS AND MAKE-UP TESTS POLICY

Students who submit work up to 10 days late will receive a penalty of 10 percent per day applied to the grade achieved on the late assignment. Students who submit assignments more than ten days late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students who do not show up on the test date and ask for a make-up tests will be receive a penalty of 20% of the test total grade.

STUDENT CODE OF CONDUCT

Students should refer to the University’s Student Code of Conduct (SCC) listed, among other places here: [http://hums.uaa.alaska.edu/st_code_conduct.pdf](http://hums.uaa.alaska.edu/st_code_conduct.pdf). Unless otherwise instructed, all assignments are individual assignments. You must submit the results of your individual efforts. Coping from another student's work or allowing your homework to be copied constitutes a violation of the Student Code of Conduct. Violations will result in a zero for the assignment for the first instance, and an F for the course for a second instance of cheating or other violations of the SCC. Violations of the SCC will be forwarded to the Dean of Students Office for review.

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Support Services (907-8764530, [https://www.uaa.alaska.edu/students/disability-support-services/](https://www.uaa.alaska.edu/students/disability-support-services/)) by providing appropriate documentation.
COURSE FEE REQUEST

The faculty/department completes this form and submits it to their college/school. Course fee requests being submitted through the Curriculum Approval Process (with a Course Action Request) should be submitted to the Governance Office with the curriculum file. All other course fee requests should be submitted directly to the Office of Academic Affairs at uaa.aaa@uaa.alaska.edu. Requests should provide thoughtful rationale for new or changed course fees and should comply with University Regulation (http://www.alaska.edu/bor/policy/05-10.doc).

COLLEGE: Engineering
DEPARTMENT: CE, ME, EE, CS&E, GEO

COURSE & TITLE: All CE, ME, EE, CS, CSE, CSCE, GIS, GEO, ES, ENGR courses

IMPLEMENTATION YEAR: 2015
IMPLEMENTATION SEMESTER: Fall

COURSE FEE ACCOUNT: 104110
Obj. 11333

Org. Obj. Fund

Is this Course Fee Request part of a curriculum file being submitted through the Curriculum Approval Process? ☐ YES ☑ NO

*If yes, please submit this form with the curriculum file to the Governance Office.

<table>
<thead>
<tr>
<th>Current Course Fee Per Student</th>
<th>Requested Action</th>
<th>Proposed Course Fee Per Student</th>
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<td>$ 32.00</td>
<td>Initiate</td>
<td>X Increase</td>
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<td></td>
<td>Decrease</td>
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<tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>$ 10.00</td>
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</tbody>
</table>

Please provide rationale for this course fee action, including the rationale for existing fees.

The additional $10 will fund student tutors to staff a College-wide tutoring center. Tutors will consist primarily of upper division students to tutor students enrolled in introductory COENG courses.

The existing fee is a 'one-time' fee, charged to students taking COENG courses once per semester. It covers computer lab infrastructure, including specialized software used for instructional purposes.

Please list the course fee category, instructional use, and total cost of each item or service covered by this fee. A detailed description of course fee categories can be found on page 2.

<table>
<thead>
<tr>
<th>Item</th>
<th>Category</th>
<th>Instructional Use</th>
<th>Cost of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab infrastructure</td>
<td>A, B</td>
<td>See attached spreadsheet; lab supplies, equipment</td>
<td>$32</td>
</tr>
<tr>
<td>Tutors</td>
<td>C</td>
<td>Proposed addition; tutors to increase student success</td>
<td>$10</td>
</tr>
</tbody>
</table>

\[
\frac{\text{Total Cost}}{\text{Per Class}} - \frac{\text{Anticipated Enrollment}}{\text{Total Cost}} = 42.00
\]

Please see page 2 for required signatures.

Page 1 of 2 Revised 2014
Required Signatures:

Kenrick Mock (Assoc Dean)  
Department Chair* - Please Print  
Department Chair* - Please Sign  
Date: 3-9-15

*Department Chair* signature indicates alignment with course curriculum and instructional needs.

[Approval/Disapproval Signatures]

[Approved/Disapproved Signatures]

[Approved/Disapproved Signatures]

[Approved/Disapproved Signatures]

Course Fee Categories: (Sub-categories of Course Fees in Regulation 05.10.07 – C)

A. Lab fee
Used to help cover student laboratory costs, typically including equipment, lab materials consumed, equipment and facilities maintenance, calibration, rental, lease, supervision, and travel to clinical sites for lab supervision.

B. Materials fee
Used to help cover costs of class materials typically including materials consumed or used in the teaching process, tools, software, manuals, equipment, protective gear or special clothing retained by students enrolled in a class. Includes disposal of hazardous materials. Copying expenses for specific instructional needs require additional justification and cannot include copying syllabi or exams.

C. Learner Services fee
Used to help cover cost of individual or small group instruction provided outside of a regularly scheduled class time, for example required or optional tutoring, recitation, private lessons, practicum, internships, or resource center support that is essential to student success in the course.

D. Special Course fee
Used to help cover exceptional costs associated with specific courses such as equipment, insurance, travel, contracted services, additional personnel required to maintain safety or to meet standards, background checks or other items essential to student success in the course. Includes electronic delivery expenses not covered by university distance fees.
<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
<th>Encumbrance</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9161</td>
<td>Computer laboratory Fees</td>
<td>25,000.00</td>
<td>69,095.62</td>
<td>-</td>
<td>(44,095.62)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
<th>Encumbrance</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001</td>
<td>Personal Services Budget</td>
<td>10,000.00</td>
<td>-</td>
<td>-</td>
<td>10,000.00</td>
</tr>
<tr>
<td>1640</td>
<td>Student Wages - Not Subject to FICA</td>
<td>-</td>
<td>12,325.00</td>
<td>-</td>
<td>(12,325.00)</td>
</tr>
<tr>
<td>3001</td>
<td>Contractual Serv-Budget</td>
<td>10,000.00</td>
<td>-</td>
<td>-</td>
<td>10,000.00</td>
</tr>
<tr>
<td>3222</td>
<td>Software License/Maint</td>
<td>-</td>
<td>3,100.00</td>
<td>-</td>
<td>(3,100.00)</td>
</tr>
<tr>
<td>3441</td>
<td>Phone Rental Charges</td>
<td>-</td>
<td>29.43</td>
<td>-</td>
<td>(29.43)</td>
</tr>
<tr>
<td>3991</td>
<td>Other Contractual Serv</td>
<td>7,262.00</td>
<td>7,677.50</td>
<td>3,662.00</td>
<td>(4,077.50)</td>
</tr>
<tr>
<td>4001</td>
<td>Commodities Budget</td>
<td>5,000.00</td>
<td>-</td>
<td>-</td>
<td>5,000.00</td>
</tr>
<tr>
<td>4014</td>
<td>Computer Supplies</td>
<td>13,170.00</td>
<td>14,269.99</td>
<td>-</td>
<td>(1,099.99)</td>
</tr>
<tr>
<td>4151</td>
<td>Maint Materials/Supplies</td>
<td>45,432.00</td>
<td>37,480.00</td>
<td>3,662.00</td>
<td>4,290.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31,615.62</td>
</tr>
</tbody>
</table>
Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA</td>
<td></td>
<td>Professional and Continuing Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>A551</td>
<td>N/A</td>
<td>1.0 to 3.0</td>
<td>(1 to 3 + 0)</td>
</tr>
</tbody>
</table>

6. Complete Course/Program Title  
Professional Learning in Multicultural Education: (selected topics)

Abbreviated Title for Transcript (30 character)  
SEL TOP PRF LRN IN MULTCULTRL

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

<table>
<thead>
<tr>
<th>8. Type of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Add</td>
</tr>
<tr>
<td>☐ Change</td>
</tr>
<tr>
<td>☐ Delete</td>
</tr>
<tr>
<td>☝ (mark appropriate boxes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status</th>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☐ A-F</td>
</tr>
<tr>
<td></td>
<td>☒ P/np</td>
</tr>
<tr>
<td></td>
<td>☐ NG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/Year From: Summer/2018 To: /9999</td>
</tr>
</tbody>
</table>

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

13. Coordinate with Affected Units:  
Department, School, or College

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. List any programs or college requirements that require this course  
N/A

<table>
<thead>
<tr>
<th>15. ☐ General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Oral Communication</td>
</tr>
<tr>
<td>☐ Written Communication</td>
</tr>
<tr>
<td>☐ Quantitative Skills</td>
</tr>
<tr>
<td>☐ Humanities</td>
</tr>
<tr>
<td>☐ Fine Arts</td>
</tr>
<tr>
<td>☐ Social Sciences</td>
</tr>
<tr>
<td>☐ Natural Sciences</td>
</tr>
</tbody>
</table>

16. Course Description  
Explores current concepts, research/theory, and/or effective practices in multicultural education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.

17a. Course Prerequisite(s) (list prefix and number)  
N/A

17b. Test Score(s)  
N/A

17c. Corequisite(s) (concurrent enrollment required)  
N/A

17d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

17e. Registration Restriction(s) (non-codable)  
N/A

18. ☐ Mark if course has fees  
N/A Self-Support

19. Justification for Action  
Required for school district support of professional development for educators across the state.

Initiator (faculty only)  
5/3/18

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Department Chairperson  
Date

Approved  
Disapproved  
Curriculum Committee Chairperson  
Date

Approved  
Disapproved  
Provost or Designee  
Date

Approved  
Disapproved  
Undergraduate or Graduate Academic Board Chairperson  
Date
Resource Implication Form

1. School/College  COE

2. Program/Course  Professional Learning in Multicultural Education: (selected topics)

3. Course Prefix  ED

4. Course Number  A551

5. Implementation Date  Summer 2018

6. Type of Action and Category
   ☒ Course addition  ☐ Course change  ☐ Program addition  ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - part-time faculty  Funded by self-support revenues.
   - new full-time faculty  None. Self-support
   - reassignment of full-time faculty  None. Self-support
   - additional class/lab space  None. Self-support
   - modification of class/lab space  None. Self-support
   - additional library resources  None. Self-support
   - additional computer equipment  None. Self-support
   - other costs  None. Self-support

8. Explanation:  This course is only offered on a self-support basis.

---

Approved  
Disapproved  

Department Chair  

Date  5/3/18

Approved  
Disapproved  

Dean/Director of School College  

Date  5/10/18

Approved  
Disapproved  

Provost  

Date
Course Prefix: ED
Course Number: A551
Department: (EA) UAA College of Education
Complete Course Title: Professional Learning in Multicultural Education
Abbrev Transcript Title: SEL TOP PRF LRN IN MULTICULTRL
Credits/CEUs: 1.0 to 3.0
Contact Hours: 1 to 3 + 0
Repeatable: Yes
Default Grading Basis: pass/no pass
Course Description: Explores current concepts, research/theory, and/or effective practices in multicultural education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.
Registration Restrictions: None
Pre-requisites: None
Co-requisites: None
Selected Topics Course: Yes
Does course have fees or making a change to fees: Self-supported fee structure only
Course Content Guide

Instructional Goals

<table>
<thead>
<tr>
<th>For the first credit, the instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Topic(s)</td>
</tr>
<tr>
<td>Theory into Practice</td>
</tr>
<tr>
<td>Reflection on Theory and Practice</td>
</tr>
<tr>
<td>Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material and Standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For the second credit, the instructor will also:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanded Study of Theory, Standards, and/or Practices of the Topical Issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For the third credit, the instructor will further:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issue</td>
</tr>
</tbody>
</table>

Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first credit, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Overview of Topic(s)</td>
<td>1. Interpret and explain current research, theory, legislation and/or trends as they relate to effective instruction/practice in participant's own educational setting.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory into Practice</td>
<td>1.2 Discuss and interpret rationale for change/enhancement of practice.</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>1.3 Cite examples of how the topics of this course address district, state, and national standards.</td>
</tr>
<tr>
<td></td>
<td><strong>2.1</strong> Compare/contrast key characteristics of the instructional and assessment strategies with own practices and demonstrate the skills related to implementation through dialogue, practice, application, and reflection.</td>
</tr>
<tr>
<td></td>
<td><strong>2.2</strong> Examine strengths and potential problems with implementation of course topic in the classroom.</td>
</tr>
<tr>
<td></td>
<td><strong>2.3</strong> Analyze and evaluate new strategies and determine ways to integrate them into current practice.</td>
</tr>
<tr>
<td></td>
<td><strong>2.4</strong> Share craft knowledge, successes, and struggles with implementation of the new practices</td>
</tr>
<tr>
<td>Reflection on Theory and Practice</td>
<td>3.1 Analyze their own practice.</td>
</tr>
<tr>
<td></td>
<td>3.2 Integrate new learning about selected topic through various types of collaborative and active learning, such as peer reflection/sharing of practice, ideas, and implementation.</td>
</tr>
<tr>
<td></td>
<td>3.3 Synthesize principles learned in class and garnered from colleagues and in their research in order to develop appropriate projects (lesson plans, curriculum unit, professional development session for peers, etc.) for use in their school.</td>
</tr>
<tr>
<td></td>
<td>3.4 Select, analyze, and evaluate new strategies and plans ways to integrate them into current practice.</td>
</tr>
<tr>
<td>Evaluation of Topical Issues and Personal Professional development in Relation to Course Material</td>
<td>4.0 Synthesize and analyze learning particular to this course as part of self- reflection (journal, essay, project, etc.).</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>For the second credit, the student will also be able to:</td>
<td></td>
</tr>
<tr>
<td>Expanded Study of the Theory, Standards, and/or Practices of the Topical Issue</td>
<td>5.0 Present newly-developed insights or broader applications of the topical issue and related standards.</td>
</tr>
<tr>
<td>For the third credit, the student will further be able to:</td>
<td></td>
</tr>
<tr>
<td>Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issue</td>
<td>6.0 Demonstrate extended or advanced application, analysis, or synthesis of the topical issue.</td>
</tr>
</tbody>
</table>

**Course Level Justification**
Post-baccalaureate coursework and requirements for the professional learning of educators. This course is proposed to meet professional demand/interest.

**Topical Course Outline**
Outlines will vary by course topics. Individual courses may probe deeper into each area listed below. In general, a course will include the following areas/issues.

**For the first credit:**
**Overview of Topic(s)**

| 1.1 | Current research, scholarship, or trends |
| 1.2 | Rationale for change/enhancement of practice |
| 1.3 | Connection of topic to national and state standards |

| 2.0 | Theory into Practice |
| 2.1 | Key characteristics of instructional and assessment practice(s) for all students |
| 2.2 | Strengths/potential problem(s) with implementation |
| 2.3 | Guidance and scaffolding of development of skills necessary for implementation of practice |
| 2.4 | Collaborative sharing and peer coaching related to the topic/practice |

| 3.0 | Reflection on Theory and Practice |
| 3.1 | Analyzing own practice(s) |
| 3.2 | Peer reflection and sharing of practice, ideas, implementation |
| 3.3 | Documenting enhancement in performance or implementation |
| 3.4 | Guiding continued development of skills and performance or implementation |
4.0 Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material

For the second credit, the outline will also include:
5.0 Expanded Study of the Theory, Standards, and/or Practices of the Topical Issues

For the third credit, the outline will further include:
6.0 Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issues

References and Bibliography
Topical bibliography and references will vary.


Standards References:


**Content References:**
Bibliography and references cited for each topic will represent current knowledge and research in the field.

**Resource Implications**
No faculty or facility implications. This course is only offered on a self-supported basis.
Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Professional and Continuing Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>A561</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 to 3.0</td>
<td>(1 to 3 + 0)</td>
</tr>
</tbody>
</table>

6. Complete Course/Program Title  
Professional Learning in Mathematics Education: (selected topics)

Abbreviated Title for Transcript (30 character) SEL TOP PRF LRN IN MATH ED

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limit 99</td>
<td>P/NP</td>
<td>From: Summer/2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Credits 99</td>
<td>NG</td>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13. Coordinate with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Department, School, or College</td>
</tr>
</tbody>
</table>

| 14. List any programs or college requirements that require this course |
| N/A. |

15. General Education Requirement

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>Social Sciences</th>
<th>Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Course Description
Explores current concepts, research/theory, and/or effective practices in math education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.

17a. Course Prerequisite(s) (list prefix and number) N/A  
17b. Test Score(s) N/A  
17c. Corequisite(s) (concurrent enrollment required) N/A  
17d. Other Restriction(s)  
<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

18. Mark if course has fees N/A Self-Support

19. Justification for Action
Required for school district support of professional development for educators across the state.

Initiator (faculty only)  
Approved:  
Disapproved:  
Date: 5/1/18  

Approved:  
Disapproved:  
Date: 5/1/18  

Approved:  
Disapproved:  
Department Chairperson  
Date: 5/7/18  

Approved:  
Disapproved:  
Curriculum Committee Chairperson  
Date: 5/7/18  

Approved:  
Disapproved:  
Dean/Director of School College  
Date: 5/10/18  

Approved:  
Disapproved:  
Undergraduate or Graduate Academic Board Chairperson  
Date:  

Approved:  
Disapproved:  
Provost or Designee  
Date:  

41
Resource Implication Form

1. School/College  COE

2. Program/Course  Professional Learning in Mathematics Education: (selected topics)

3. Course Prefix  ED

4. Course Number  A561

5. Implementation Date  Summer 2018

6. Type of Action and Category
   - Course addition
   - Program addition
   - Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - part-time faculty
   - new full-time faculty
   - reassignment of full-time faculty
   - additional class/lab space
   - modification of class/lab space
   - additional library resources
   - additional computer equipment
   - other costs
     - Funded by self-support revenues.
     - None. Self-support

8. Explanation: This course is only offered on a self-support basis.

   ___ Approved
   ___ Disapproved
   Department Chair  5-3-18
   Date

   ___ Approved
   ___ Disapproved
   Dean/Director of School/College  5/10/18
   Date

   ___ Approved
   ___ Disapproved
   Provost  Date
University of Alaska Anchorage
Course Content Guide
New Course Proposal

Course Prefix: ED
Course Number: A561
Department: (EA) UAA College of Education

Complete Course Title: Professional Learning in Mathematics Education: (selected topics)
Abbrev Transcript Title: SEL TOP PRF LRN IN MATH ED

Credits/CEUs: 1.0 to 3.0
Contact Hours: 1 to 3 + 0
Repeatable: Yes
Default Grading Basis: pass/no pass

Course Description: Explores current concepts, research/theory, and/or effective practices in math education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.

Registration Restrictions: None
Pre-requisites: None
Co-requisites: None
Selected Topics Course: Yes

Does course have fees or making a change to fees: Self-supported fee structure only
### Course Content Guide

#### Instructional Goals

| For the first credit, the instructor will: |  
|------------------------------------------|--------------------------------------------------|
| **Overview of Topic(s)** | 1. Introduce math education topic(s) related to best practices, including information about current concepts, research, legislation, and/or trends related to or underpinning instructional and assessment techniques. Familiarize participants with the relationship between the topic(s) and district, state, and national standards. |
| **Theory into Practice** | 2. Provide a collaborative and contextual structure for participants to translate the conceptual framework and instructional/assessment strategies into effective multicultural education practice. |
| **Reflection on Theory and Practice** | 3. Engage participants in an examination and reflection on their understanding and application of the topic theory and strategies. |
| **Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material and Standards** | 4. Involve participants in an evaluation of the topical issues and an exploration of continuing personal professional development in relation to the course material and related standards. |

| For the second credit, the instructor will also: |  
|-----------------------------------------------|--------------------------------------------------|
| **Expanded Study of Theory, Standards, and/or Practices of the Topical Issues** | 5. Explore skills, knowledge, and/or values related to the theory, standards, and/or practices of the topical issues, providing participants with new insights and/or a broader application. |

| For the third credit, the instructor will further: |  
|-----------------------------------------------|--------------------------------------------------|
| **Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issue** | 6. Review, reinforce and/or advance the skills, knowledge, and/or values related to the topical issue to a higher level of application, analysis, or synthesis. |

#### Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
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<tr>
<td><strong>Overview of Topic(s)</strong></td>
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</tr>
<tr>
<td></td>
<td>Various formative and summative assessment tools may be used.</td>
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<td>1.2 Discuss and interpret rationale for change/enhancement of practice.</td>
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<td>2.1 Compare/contrast key characteristics of the instructional and assessment strategies with own practices and demonstrate the skills related to implementation through dialogue, practice, application, and reflection.</td>
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<td>2.3 Analyze and evaluate new strategies and determine ways to integrate them into current practice.</td>
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<td>2.4 Share craft knowledge, successes, and struggles with implementation of the new practices</td>
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<td>Reflection on Theory and Practice</td>
<td>3.3 Synthesize principles learned in class and garnered from colleagues and in their research in order to develop appropriate projects (lesson plans, curriculum unit, professional development session for peers, etc.) for use in their school.</td>
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<td>Reflection on Theory and Practice</td>
<td>3.4 Select, analyze, and evaluate new strategies and plans ways to integrate them into current practice.</td>
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<td>Evaluation of Topical Issues and Personal Professional development in Relation to Course Material</td>
<td>4.0 Synthesize and analyze learning particular to this course as part of self-reflection (journal, essay, project, etc.).</td>
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For the second credit, the student will also be able to:

| Expanded Study of the Theory, Standards, and/or Practices of the Topical Issue | 5.0 Present newly-developed insights or broader applications of the topical issue and related standards. | Peer workshop development/presentation, course development, curriculum development, implementation project, and/or action research. |

For the third credit, the student will further be able to:

| Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issue | 6.0 Demonstrate extended or advanced application, analysis, or synthesis of the topical issue. | Professional development workshop or course design, interviews, community engagement, and/or resource file. |

Course Level Justification
Post-baccalaureate coursework and requirements for the professional learning of educators. This course is proposed to meet professional demand/interest.

Topical Course Outline
Outlines will vary by course topics. Individual courses may probe deeper into each area listed below. In general, a course will include the following areas/issues.

For the first credit:
Overview of Topic(s)
  1.1 Current research, scholarship, or trends
  1.2 Rationale for change/enhancement of practice
  1.3 Connection of topic to national and state standards

2.0 Theory into Practice
  2.1 Key characteristics of instructional and assessment practice(s) for all students
  2.2 Strengths/potential problem(s) with implementation
  2.3 Guidance and scaffolding of development of skills necessary for implementation of practice
  2.4 Collaborative sharing and peer coaching related to the topic/practice

3.0 Reflection on Theory and Practice
  3.1 Analyzing own practice(s)
  3.2 Peer reflection and sharing of practice, ideas, implementation
  3.3 Documenting enhancement in performance or implementation
  3.4 Guiding continued development of skills and performance or implementation

4
4.0 Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material

For the second credit, the outline will also include:

5.0 Expanded Study of the Theory, Standards, and/or Practices of the Topical Issues

For the third credit, the outline will further include:

6.0 Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issues

References and Bibliography
Topical bibliography and references will vary.

Standards References:


**Content References:**
Bibliography and references cited for each topic will represent current knowledge and research in the field.

**Resource Implications**
No faculty or facility implications. This course is only offered on a self-supported basis.
Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College
EA

1b. Division

1c. Department
Professional and Continuing Education

2. Course Prefix
ED

3. Course Number
A566

4. Previous Course Prefix & Number
N/A.

5a. Credits/CEU
1.0 to 3.0

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

6. Complete Course/Program Title
Professional Learning in Technology Education: (selected topics)

Abbreviated Title for Transcript (30 character): SEL TOP PRF LRN IN TECH ED

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

8. Type of Action
☐ Add
☐ Change
☐ Delete

☐ Course
☐ Program

9. Repeat Status
☐ Yes
☐ Limit 99
☐ Max Credits 99

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: Summer/2018
To: 9/999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. Coordinate with Affected Units:
Department, School, or College

Signature Date

14. List any programs or college requirements that require this course
N/A.

15. ☐ General Education Requirement
☐ Oral Communication
☐ Written Communication
☐ Quantitative Skills
☐ Humanities
☐ Fine Arts
☐ Social Sciences
☐ Natural Sciences
☐ N/A

16. Course Description
Explores current concepts, research/theory, and/or effective practices in multicultural education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.

17a. Course Prerequisite(s) (list prefix and number)
N/A

17b. Test Score(s)
N/A

17c. Corequisite(s) (concurrent enrollment required)
N/A

17d. Other Restriction(s)

☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
N/A

18. ☐ Mark if course has fees N/A Self-Support

19. Justification for Action
Required for school district support of professional development for educators across the state.

Initiator (faculty only)

Approved
Date

Disapproved
Date

Approved
Date

Disapproved

Department Chairperson

Approved
Date

Disapproved
Date

Curriculum Committee Chairperson

Approved
Date

Disapproved
Date

Dean/Director of School/College

Approved
Date

Disapproved
Date

Undergraduate or Graduate Academic Board Chairperson

Approved
Date

Disapproved
Date

Provost or Designee

Approved
Date

Disapproved
Date

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Resource Implication Form

1. School/College  COE

2. Program/Course  Professional Learning in Technology Education: (selected topics)

3. Course Prefix  ED

4. Course Number  A566

5. Implementation Date  Summer 2018

6. Type of Action and Category
   ☑ Course addition  □ Course change  □ Program addition  □ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   ☐ part-time faculty  Funded by self-support revenues.
   ☐ new full-time faculty  None. Self-support
   ☐ reassignment of full-time faculty  None. Self-support
   ☐ additional class/lab space  None. Self-support
   ☐ modification of class/lab space  None. Self-support
   ☐ additional library resources  None. Self-support
   ☐ additional computer equipment  None. Self-support
   ☐ other costs  None. Self-support

8. Explanation:  This course is only offered on a self-support basis.

Approved

Disapproved  Department Chair

Approved  Dean/Director of School/College

Disapproved

Approved

Disapproved

Provost
University of Alaska Anchorage
Course Content Guide
New Course Proposal

Course Prefix: ED
Course Number: A566
Department: (EA) UAA College of Education
Complete Course Title: Professional Learning in Technology Education: (selected topics)
Abbrev Transcript Title: SEL TOP PRF LRN IN TECH ED
Credits/CEUs: 1.0 to 3.0
Contact Hours: 1 to 3 + 0
Repeatable: Yes
Default Grading Basis: pass/no pass
Course Description: Explores current concepts, research/theory, and/or effective practices in technology education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.
Registration Restrictions: None
Pre-requisites: None
Co-requisites: None
Selected Topics Course: Yes

Does course have fees or making a change to fees: Self-supported fee structure only
Course Content Guide

Instructional Goals

For the first credit, the instructor will:

| Overview of Topic(s) | 1. Introduce technology education topic(s) related to best practices, including information about current concepts, research, legislation, and/or trends related to or underpinning instructional and assessment techniques. Familiarize participants with the relationship between the topic(s) and district, state, and national standards. |
| Theory into Practice | 2. Provide a collaborative and contextual structure for participants to translate the conceptual framework and instructional/assessment strategies into effective multicultural education practice. |
| Reflection on Theory and Practice | 3. Engage participants in an examination and reflection on their understanding and application of the topic theory and strategies. |
| Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material and Standards | 4. Involve participants in an evaluation of the topical issues and an exploration of continuing personal professional development in relation to the course material and related standards. |

For the second credit, the instructor will also:

| Expanded Study of Theory, Standards, and/or Practices of the Topical Issues | 5. Explore skills, knowledge, and/or values related to the theory, standards, and/or practices of the topical issues, providing participants with new insights and/or a broader application. |

For the third credit, the instructor will further:

| Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issue | 6. Review, reinforce and/or advance the skills, knowledge, and/or values related to the topical issue to a higher level of application, analysis, or synthesis. |

Student Learning Outcomes and Assessment Measures

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<td>Various formative and summative assessment tools may be used.</td>
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<td>Written and oral responses,</td>
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</table>
| Theory into Practice                  | 2.1 Compare/contrast key characteristics of the instructional and assessment strategies with own practices and demonstrate the skills related to implementation through dialogue, practice, application, and reflection.  
2.2 Examine strengths and potential problems with implementation of course topic in the classroom.  
2.3 Analyze and evaluate new strategies and determine ways to integrate them into current practice.  
2.4 Share craft knowledge, successes, and struggles with implementation of the new practices | Lesson plan development, case study discussion and analysis, presentations, action plan, and/or application project. |
| Reflection on Theory and Practice     | 3.1 Analyze their own practice.  
3.2 Integrate new learning about selected topic through various types of collaborative and active learning, such as peer reflection/sharing of practice, ideas, and implementation.  
3.3 Synthesize principles learned in class and garnered from colleagues and in their research in order to develop appropriate projects (lesson plans, curriculum unit, professional development session for peers, etc.) for use in their school.  
3.4 Select, analyze, and evaluate new strategies and plans ways to integrate them into current practice. | Reflective papers or journals, action plan, lesson plans, and/or creative representations. |
| Evaluation of Topical Issues and Personal Professional development in Relation to Course Material | 4.0 Synthesize and analyze learning particular to this course as part of self-reflection (journal, essay, project, etc.). | Journal, research project, essay, multimedia projects, and/or professional development assessment and plan. |

**For the second credit, the student will also be able to:**

| Expanded Study of the Theory, Standards, and/or Practices of the Topical Issue | 5.0 Present newly-developed insights or broader applications of the topical issue and related standards. | Peer workshop development/presentation, course development, curriculum development, implementation project, and/or action research. |

**For the third credit, the student will further be able to:**

| Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issue | 6.0 Demonstrate extended or advanced application, analysis, or synthesis of the topical issue. | Professional development workshop or course design, interviews, community engagement, and/or resource file. |

**Course Level Justification**

Post-baccalaureate coursework and requirements for the professional learning of educators. This course is proposed to meet professional demand/interest.

**Topical Course Outline**

Outlines will vary by course topics. Individual courses may probe deeper into each area listed below. In general, a course will include the following areas/issues.

**For the first credit:**

**Overview of Topic(s)**

1.1 Current research, scholarship, or trends
1.2 Rationale for change/enhancement of practice
1.3 Connection of topic to national and state standards

2.0 Theory into Practice

2.1 Key characteristics of instructional and assessment practice(s) for all students
2.2 Strengths/potential problem(s) with implementation
2.3 Guidance and scaffolding of development of skills necessary for implementation of practice
2.4 Collaborative sharing and peer coaching related to the topic/practice

3.0 Reflection on Theory and Practice

3.1 Analyzing own practice(s)
3.2 Peer reflection and sharing of practice, ideas, implementation
3.3 Documenting enhancement in performance or implementation
3.4 Guiding continued development of skills and performance or implementation
4.0 Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material

For the second credit, the outline will also include:
5.0 Expanded Study of the Theory, Standards, and/or Practices of the Topical Issues

For the third credit, the outline will further include:
6.0 Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issues

References and Bibliography
Topical bibliography and references will vary.

Standards References:


Retrieved April 23, 2018, from


**Content References:**
Bibliography and references cited for each topic will represent current knowledge and research in the field.

**Resource Implications**
No faculty or facility implications. This course is only offered on a self-supported basis.
Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College  
EA

2. Course Prefix  
ED

3. Course Number  
A569

4. Previous Course Prefix & Number  
N/A.

1b. Division

5a. Credits/CEU  
1.0 to 3.0

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

1c. Department  
Professional and Continuing Education

6. Complete Course/Program Title  
Professional Learning in English/Language Arts/Reading Education: (selected topics)

Abbreviated Title for Transcripts (30 character)  
SEL TOP PRF LRN IN ENG-LA-READ

7. Type of Course  
[ ] Academic  [ ] Non-credit  [ ] CEU  [x] Professional Development

8. Type of Action  
[ ] Course  [ ] Program

[ ] Add  [ ] Change  (mark appropriate boxes)  [ ] Delete

Prefix  Credits  Title  Grade Basis  Course Description  Test Score Prerequisites  Other Restrictions

Course number  Contact Hours  Repeat Status  Cross-Listed/Stacked  Course Prerequisites  Corequisites  Registration Restrictions

[ ] Class  [ ] College  [ ] Level  [ ] Major

9. Repeat Status  
Yes  Limit 99  Max Credits 99

10. Grading Basis  
[ ] A-F  [x] P/NP  [ ] NG

11. Implementation Date  
From: Summer/2018  To: /9999

12. [ ] Cross Listed with  N/A  [ ] Stacked with  N/A  
Cross-Listed Coordination Signature

13. Coordinate with Affected Units:  
Department, School, or College

[ ] Oral Communication  [ ] Written Communication  [ ] Quantitative Skills  [ ] Humanities

[ ] Fine Arts  [ ] Social Sciences  [ ] Natural Sciences  N/A

15. [ ] General Education Requirement

16. Course Description  
Explores current concepts, research/theory, and/or effective practices in English/language arts/reading education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.

17a. Course Prerequisite(s) (list prefix and number)  
N/A

17b. Test Score(s)  
N/A

17c. Corequisite(s) (concurrent enrollment required)  
N/A

17d. Other Restriction(s)  
[ ] College  [ ] Major  [ ] Class  [ ] Level

17e. Registration Restriction(s) (non-codable)  
N/A

18. [ ] Mark if course has fees  N/A  Self-Support

19. Justification for Action  
Required for school district support of professional development for educators across the state.

Initiator (faculty only)  
5/13

[ ] Approved  [ ] Disapproved:  5/17/18  
Department Chairperson

[ ] Approved  [ ] Disapproved:  5/16/18  
Dean/Director of School/College

[ ] Approved  [ ] Disapproved:  N/A  
Undergraduate or Graduate Academic Board Chairperson

[ ] Approved  [ ] Disapproved:  Provost or Designee

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Resource Implication Form

1. School/College  COE

2. Program/Course
Professional Learning in English/Language Arts/Reading Education: (selected topics)

3. Course Prefix  ED

4. Course Number  A569

5. Implementation Date  Summer 2018

6. Type of Action and Category
   ☐ Course addition  ☐ Course change  ☐ Program addition  ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   ☐ part-time faculty
   ☐ new full-time faculty
   ☐ reassignment of full-time faculty
   ☐ additional class/lab space
   ☐ modification of class/lab space
   ☐ additional library resources
   ☐ additional computer equipment
   ☐ other costs
      Funded by self-support revenues.
      None. Self-support
      None. Self-support
      None. Self-support
      None. Self-support
      None. Self-support
      None. Self-support

8. Explanation:  This course is only offered on a self-support basis.

   □ Approved  □ Disapproved
   ☑ Approved  ☐ Disapproved
   ☐ Approved  ☐ Disapproved
   ☑ Approved  ☐ Disapproved

   Department Chair  Date
   Dean/Director of School/College  Date
   Provost  Date

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University of Alaska Anchorage  
Course Content Guide  
New Course Proposal

Course Prefix: ED  
Course Number: A569  
Department: (EA) UAA College of Education  
Complete Course Title: Professional Learning in English/Language Arts/Reading Education: (selected topics)  
Abbrev Transcript Title: SEL TOP PRF LRN IN ENG-LA-READ  
Credits/CEUs: 1.0 to 3.0  
Contact Hours: 1 to 3 + 0  
Repeatable: Yes  
Default Grading Basis: pass/no pass  
Course Description: Explores current concepts, research/theory, and/or effective practices in English/language arts/reading education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.  
Registration Restrictions: None  
Pre-requisites: None  
Co-requisites: None  
Selected Topics Course: Yes  
Does course have fees or making a change to fees: Self-supported fee structure only
Course Content Guide

Instructional Goals

For the first credit, the instructor will:

Overview of Topic(s)  
1. Introduce English, language arts, and/or reading education topic(s) related to best practices, including information about current concepts, research, legislation, and/or trends related to or underpinning instructional and assessment techniques. Familiarize participants with the relationship between the topic(s) and district, state, and national standards.

Theory into Practice  
2. Provide a collaborative and contextual structure for participants to translate the conceptual framework and instructional/assessment strategies into effective multicultural education practice.

Reflection on Theory and Practice  
3. Engage participants in an examination and reflection on their understanding and application of the topic theory and strategies.

Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material and Standards  
4. Involve participants in an evaluation of the topical issues and an exploration of continuing personal professional development in relation to the course material and related standards.

For the second credit, the instructor will also:

Expanded Study of Theory, Standards, and/or Practices of the Topical Issues  
5. Explore skills, knowledge, and/or values related to the theory, standards, and/or practices of the topical issues, providing participants with new insights and/or a broader application.

For the third credit, the instructor will further:

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<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
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<td>participant's own educational setting.</td>
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<td>1.2</td>
<td>Discuss and interpret rationale for change/enhancement of practice.</td>
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<td>Integrate new learning about selected topic through various types of collaborative and active learning, such as peer reflection/sharing of practice, ideas, and implementation.</td>
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<td>Synthesize principles learned in class and garnered from colleagues and in their research in order to develop appropriate projects (lesson plans, curriculum unit, professional development session for peers, etc.) for use in their school.</td>
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<td>Select, analyze, and evaluate new strategies and plans ways to integrate them into current practice.</td>
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**Course Level Justification**
Post-baccalaureate coursework and requirements for the professional learning of educators. This course is proposed to meet professional demand/interest.

**Topical Course Outline**
Outlines will vary by course topics. Individual courses may probe deeper into each area listed below. In general, a course will include the following areas/issues.

**For the first credit:**
Overview of Topic(s)
1.1 Current research, scholarship, or trends
1.2 Rationale for change/enhancement of practice
1.3 Connection of topic to national and state standards

2.0 Theory into Practice
2.1 Key characteristics of instructional and assessment practice(s) for all students
2.2 Strengths/potential problem(s) with implementation
2.3 Guidance and scaffolding of development of skills necessary for implementation of practice
2.4 Collaborative sharing and peer coaching related to the topic/practice

3.0 Reflection on Theory and Practice
3.1 Analyzing own practice(s)
3.2 Peer reflection and sharing of practice, ideas, implementation
3.3 Documenting enhancement in performance or implementation
3.4 Guiding continued development of skills and performance or implementation
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For the third credit, the outline will further include:
6.0 Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issues

References and Bibliography
Topical bibliography and references will vary.

Standards References:


Content References:
Bibliography and references cited for each topic will represent current knowledge and research in the field.

Resource Implications
No faculty or facility implications. This course is only offered on a self-supported basis.
## Curriculum Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>A573</td>
<td>N/A</td>
<td>1.0 to 3.0</td>
<td>(1 to 3 + 0)</td>
</tr>
</tbody>
</table>

### Complete Course/Program Title
Professional Learning in World Languages Education: (selected topics)

**Abbreviated Title for Transcript (30 characters)**: SEL TOP PRF LRN IN WORLD LANG

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>□ A-F</td>
<td>From: Summer/2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ P/NP</td>
<td>To: /9999</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ NG</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>N/A</th>
<th>Stacked with N/A</th>
<th>Cross-Listed Coordination Signature</th>
</tr>
</thead>
</table>

### Coordinate with Affected Units:
Department, School, or College

<table>
<thead>
<tr>
<th>13. Coordinate with Affected Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College</td>
</tr>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

### 14. List any programs or college requirements that require this course
N/A

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td></td>
</tr>
</tbody>
</table>

### Course Description
Explores current concepts, research/theory, and/or effective practices in world languages education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.

### 17a. Course Prerequisite(s) (list prefix and number)
N/A

<table>
<thead>
<tr>
<th>17b. Test Score(s)</th>
<th>17c. Corequisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 17d. Other Restriction(s)

<table>
<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

### 18. Mark if course has fees
N/A Self-Support

### 19. Justification for Action
Required for school district support of professional development for educators across the state.

---

Initiator (Faculty only): 5/4/18

Approved: Department Chairperson: 5/7/18

Approved: Curriculum Committee Chairperson: 5/7/18

Approved: Dean/Director of School/College: 5/7/18

Approved: Undergraduate or Graduate Academic Board Chairperson: 5/7/18

Approved: Provost or Designee: 5/7/18

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Resource Implication Form

1. School/College  COE

2. Program/Course  
Professional Learning in World Languages Education: (selected topics)

3. Course Prefix  ED

4. Course Number  A573

5. Implementation Date  Summer 2018

6. Type of Action and Category
   ☑ Course addition  □ Course change  □ Program addition  □ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - part-time faculty
   - new full-time faculty
   - reassignment of full-time faculty
   - additional class/lab space
   - modification of class/lab space
   - additional library resources
   - additional computer equipment
   - other costs
   
   Funded by self-support revenues.
   None. Self-support
   None. Self-support
   None. Self-support
   None. Self-support
   None. Self-support
   None. Self-support

8. Explanation:  This course is only offered on a self-support basis.

☐ Approved  ☐ Disapproved  

☑ Approved  ☐ Disapproved

☑ Approved  ☐ Disapproved

☑ Approved  ☐ Disapproved

Department Chair  
Date

Dean/Director of School/College  
Date

Provost  
Date

5/14/19

5/10/18
University of Alaska Anchorage
Course Content Guide
New Course Proposal

Course Prefix: ED

Course Number: A573

Department: (EA) UAA College of Education

Complete Course Title: Professional Learning in World Languages Education: (selected topics)

Abbrev Transcript Title: SEL TOP PRF LRN IN WORLD LANG

Credits/CEUs: 1.0 to 3.0

Contact Hours: 1 to 3 + 0

Repeatable: Yes

Default Grading Basis: pass/no pass

Course Description: Explores current concepts, research/theory, and/or effective practices in world languages education. Focuses on knowledge and research-based applications in areas such as instruction, assessment, evaluation, and integrated/interdisciplinary curriculum design. Promotes reflective, collaborative professional learning and practices. May be repeated for credit with change in subtitle.

Registration Restrictions: None

Pre-requisites: None

Co-requisites: None

Selected Topics Course: Yes

Does course have fees or making a change to fees: Self-supported fee structure only
Course Content Guide

Instructional Goals

<table>
<thead>
<tr>
<th>For the first credit, the instructor will:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview of Topic(s)</strong></td>
<td>1. Introduce world languages education topic(s) related to best practices, including information about current concepts, research, legislation, and/or trends related to or underpinning instructional and assessment techniques. Familiarize participants with the relationship between the topic(s) and district, state, and national standards.</td>
</tr>
<tr>
<td><strong>Theory into Practice</strong></td>
<td>2. Provide a collaborative and contextual structure for participants to translate the conceptual framework and instructional/assessment strategies into effective multicultural education practice.</td>
</tr>
<tr>
<td><strong>Reflection on Theory and Practice</strong></td>
<td>3. Engage participants in an examination and reflection on their understanding and application of the topic theory and strategies.</td>
</tr>
<tr>
<td><strong>Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material and Standards</strong></td>
<td>4. Involve participants in an evaluation of the topical issues and an exploration of continuing personal professional development in relation to the course material and related standards.</td>
</tr>
</tbody>
</table>

For the second credit, the instructor will also:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expanded Study of Theory, Standards, and/or Practices of the Topical Issues</strong></td>
</tr>
</tbody>
</table>

For the third credit, the instructor will further:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issue</strong></td>
</tr>
</tbody>
</table>

Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the first credit, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td><strong>Overview of Topic(s)</strong></td>
<td>1.1 Interpret and explain current research, theory, legislation and/or trends as they relate to effective instruction/practice in participant’s own educational setting.</td>
</tr>
<tr>
<td></td>
<td>Various formative and summative assessment tools may be used.</td>
</tr>
<tr>
<td></td>
<td>Written and oral responses,</td>
</tr>
<tr>
<td>1.2 Discuss and interpret rationale for change/enhancement of practice.</td>
<td>in-class exercises, and/or discussion board postings and responses.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.3 Cite examples of how the topics of this course address district, state, and national standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Theory into Practice</strong></td>
<td><strong>Reflection on Theory and Practice</strong></td>
</tr>
<tr>
<td>2.1 Compare/contrast key characteristics of the instructional and assessment strategies with own practices and demonstrate the skills related to implementation through dialogue, practice, application, and reflection.</td>
<td><strong>Lesson plan development, case study discussion and analysis, presentations, action plan, and/or application project.</strong></td>
</tr>
<tr>
<td>2.2 Examine strengths and potential problems with implementation of course topic in the classroom.</td>
<td></td>
</tr>
<tr>
<td>2.3 Analyze and evaluate new strategies and determine ways to integrate them into current practice.</td>
<td></td>
</tr>
<tr>
<td>2.4 Share craft knowledge, successes, and struggles with implementation of the new practices</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection on Theory and Practice</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Analyze their own practice.</td>
<td>Reflective papers or journals, action plan, lesson plans, creative representations.</td>
</tr>
<tr>
<td>3.2 Integrate new learning about selected topic through various types of collaborative and active learning, such as peer reflection/sharing of practice, ideas, and implementation.</td>
<td></td>
</tr>
<tr>
<td>3.3 Synthesize principles learned in class and garnered from colleagues and in their research in order to develop appropriate projects (lesson plans, curriculum unit, professional development session for peers, etc.) for use in their school.</td>
<td></td>
</tr>
<tr>
<td>3.4 Select, analyze, and evaluate new strategies and plans ways to integrate them into current practice.</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation of Topical Issues and Personal Professional development in Relation to Course Material

<table>
<thead>
<tr>
<th>For the second credit, the student will also be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanded Study of the Theory, Standards, and/or Practices of the Topical Issue</td>
</tr>
<tr>
<td>5.0 Present newly-developed insights or broader applications of the topical issue and related standards.</td>
</tr>
<tr>
<td>5.0 Present newly-developed insights or broader applications of the topical issue and related standards.</td>
</tr>
<tr>
<td>Peer workshop development/presentation, course development, curriculum development, implementation project, and/or action research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For the third credit, the student will further be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issue</td>
</tr>
<tr>
<td>6.0 Demonstrate extended or advanced application, analysis, or synthesis of the topical issue.</td>
</tr>
<tr>
<td>6.0 Demonstrate extended or advanced application, analysis, or synthesis of the topical issue.</td>
</tr>
<tr>
<td>Professional development workshop or course design, interviews, community engagement, and/or resource file.</td>
</tr>
</tbody>
</table>

**Course Level Justification**
Post-baccalaureate coursework and requirements for the professional learning of educators. This course is proposed to meet professional demand/interest.

**Topical Course Outline**
Outlines will vary by course topics. Individual courses may probe deeper into each area listed below. In general, a course will include the following areas/issues.

**For the first credit:**
Overview of Topic(s)

1.1 Current research, scholarship, or trends
1.2 Rationale for change/enhancement of practice
1.3 Connection of topic to national and state standards

2.0 Theory into Practice

2.1 Key characteristics of instructional and assessment practice(s) for all students
2.2 Strengths/potential problem(s) with implementation
2.3 Guidance and scaffolding of development of skills necessary for implementation of practice
2.4 Collaborative sharing and peer coaching related to the topic/practice

3.0 Reflection on Theory and Practice

3.1 Analyzing own practice(s)
3.2 Peer reflection and sharing of practice, ideas, implementation
3.3 Documenting enhancement in performance or implementation
3.4 Guiding continued development of skills and performance or implementation
4.0 Evaluation of Topical Issues and Personal Professional Development in Relation to Course Material

For the second credit, the outline will also include:
5.0 Expanded Study of the Theory, Standards, and/or Practices of the Topical Issues

For the third credit, the outline will further include:
6.0 Extended or Advanced Application, Analysis, and/or Synthesis of the Topical Issues

References and Bibliography
Topical bibliography and references will vary.

Standards References:


Retrieved April 23, 2018, from


**Content References:**
Bibliography and references cited for each topic will represent current knowledge and research in the field.

**Resource Implications**
No faculty or facility implications. This course is only offered on a self-supported basis.