I. Roll
[ ] Carrie King, Chair (FS)  [ ] Utpal Dutta (CoEng)  [ ] Erik Hirschmann (Mat-su)
[ ] Sandy Pence (FS)  [ ] Troy Payne (COH)  [ ] Vacant (PWSC)
[ ] Luke Grabarek (FS)  [ ] Yvonne Chase (COH)  [ ] Bettina Kipp Lavea (SA)
[ ] Barbara Harville (FS, CAS)  [ ] Darrin Marshall (CTC)  [ ] Ian Minnock (USUAA)
[ ] Jackie Cason (CAS)  [ ] Robin Hanson (LIB)  [ ] John Duffy (Adjunct)
[ - ] Vacant (CBPP)  [ ] Kathrynn Hollis-Buchanan (Kod)
[ ] Hilary Seitz (COE)  [ ] Casey Rudkin (KPC)

Ex-Officio Members
[ ] Susan Kalina, Vice Provost for Academic Affairs
[ ] 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. 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. Policy Related Issues
   A.

VII. Program/Course Action Request- Second Readings

VIII. Program/Course Action Request- First Readings

   Chg ECON A329: Economic and Business Forecasting

   Chg ECON-MNR: Minor in Economics

   Chg ECON-BBA: Bachelor of Business Administration in Economics
Chg  ECON-BA: Bachelor of Arts in Economics
Chg  PHYS A123: Basic Physics I
Chg  PHYS A124: Basic Physics II
Chg  GEOG A111: Earth Systems: Elements of Physical Geography
Chg  AVAD-AAS: Associate of Applied Science in Aviation Administration
Del  GISY-UGCERT: Undergraduate Certificate in Geographic Information Systems (GIS)
Chg  ENGL A434: Rhetoric and Composition Research Theories and Methodologies
Add  HA A301: Advanced Hospitality Administration
Add  HA A305: Front Desk Operations
Add  HA A310: Hospitality Financial Management
Add  HA A401: Hotel Facilities and Operations
Add  HA A405: Hospitality Leadership and Ethics
Add  HA A410: Hospitality Marketing
Add  HA A495: Hospitality Administration Internship
Chg  HRMT-BA: Bachelor of Arts in Hospitality Administration
Chg  EDEC A210: Guiding Young Children
Chg  EDEC A242: Family and Community Partnerships
Chg  EDEC A292: Early Childhood Practicum Seminar
Chg  EDEC A403: Mathematics and Science in Early Childhood
Chg  ENSO-BS: Bachelor of Science in Environment and Society
Chg  RADT A101: Fundamentals I for Limited Radiography
Chg  RADT A102: Fundamentals II for Limited Radiography
Chg  RADT A103: Procedures I for Limited Radiography
Chg  RADT A104: Procedures II for Limited Radiography
Chg  ADT A295: Automotive Practicum II
Chg  HDTE-AAS: Associate of Applied Science in Diesel Power Technology
Chg  BA A489: From Startup to Growth
Chg  CSCE A321: Operating Systems
Chg  CSCE A365: Computer Networks
Chg  CSCE A381: Computer Graphics
Chg  CSCE A405: Artificial Intelligence
Chg  CSCE A465: Computer and Network Security
Chg  CSCI-BA: Bachelor of Arts in Computer Science
Chg  CSCI-BS: Bachelor of Science in Computer Science

IX. New Business
   A.

X. Informational Items and Adjournment
   A. Next meeting: 1/19/17 in ADM 204
   B. Adding MATH A251 as a prerequisite to MATH A261 (pg. 6)
   C. WRTG Prerequisite Errors (pg. 7-9)
   D. Proposal to offer HS/JPC course cross-listed and stacked (pg. 10-16)
November 17, 2017
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)
[X] Utpal Dutta (CoEng)
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[- ] Vacant (PWSC)
[X] John Duffy (Adjunct)

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

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

III. Review of Meeting Summary (pg. 3-4)

IV. Administrative Reports
   A. Vice Provost for Academic Affairs, Susan Kalina
      i. Self-Study Update
      ii. Still might be a few glitches on the pre-requisite overrides
      iii. 1,500 students have Title IX holds on their accounts, which will automatically be lifted on 11/27.

   B. Interim University Registrar, Lindsey Chadwell
      i. Dates & Deadlines

V. Chair’s Report
   A. UAB Chair, Carrie King

   B. GERC Chair, Sandy Pence

VI. Policy Related Issues
   A. Proposed Revision on Policy Additions and Changes (pg. 5-6)
      Approved with suggested edits

VII. Program/Course Action Request- Second Readings

VIII. Program/Course Action Request- First Readings
Chg PSY A111 General Psychology
Chg BIOL A103  Introductory Biology Laboratory
Chg BIOL A271  Principles of Ecology
Chg BIOL A499  Senior Thesis
Chg ENGL A201  Masterpieces of World Literature I
Chg ENGL A202  Masterpieces of World Literature II
Chg ENGL A311  Writing and Rhetoric in Public Life
Chg ENGL A312  Advanced Technical Writing
Chg ENGL A490  Topics in English Studies

Waive first, approved for second read. Forward to Faculty Senate

Chg HS A220  Core Concepts in the Health Sciences
Chg HLSC-BS: Bachelor of Science in Health Sciences

Waive first, approved for second read. Forward to Faculty Senate

Chg CISY-MNR: Minor in Computer Information Systems

Waive first, approved for second read. Forward to Faculty Senate

Chg ECON-MNR: Minor in Economics
Chg ECON-BBA: Bachelor of Business Administration in Economics
Chg ECON-BA: Bachelor of Arts in Economics

ECON Programs postponed

Chg AVAD-AAS: Associate of Applied Science in Aviation Administration

Postponed

Chg MBIO A452  Microbial Genetics

Waive first, approved for second read. Forward to Faculty Senate

IX. New Business
   A.

X. Informational Items and Adjournment
   A. Next meeting: 12/8/17 in ADM 204
Memorandum

To: Undergraduate Academic Board
From: Department of Mathematics & Statistics
Date: 20-Nov-17
Re: Prerequisite checking

The appropriate skill level for entry to MATH A261 Introduction to Discrete Mathematics is equivalent to completing MATH A151 College Algebra for Calculus. Because many of the students who enter MATH A261 take MATH A251 Calculus I as their first collegiate math course, Banner blocks their entry into MATH A261. In order to reduce the hassle for students and faculty, we request that the prerequisite be listed in Banner as MATH A151 or MATH A251.
Re: prerequisite errors
1 message

Carrie King <cdking@alaska.edu>                                Tue, Nov 21, 2017 at 11:20 AM
To: Shannon Gramse <sggramse@alaska.edu>
Cc: Lindsey Chadwell <lnchadwell@alaska.edu>, Susan Kalina <smkalina@alaska.edu>, Sara Rufner <sjrufner@alaska.edu>, Lora Volden <llvolden@alaska.edu>, Denise Runge <drunge@alaska.edu>, Sarah Kirk <sjkirk@alaska.edu>, Monique Marron <mdmarron@alaska.edu>

Hi Shannon,

I support this change being made immediately.

Monique, could you please include this e-mail as the notification for inclusion in the 12/8 UAB agenda as informational item?

Thank you,
Carrie King

On Tue, Nov 21, 2017 at 11:15 AM, Shannon Gramse <sggramse@alaska.edu> wrote:
Hi, colleagues.

I just spoke with Lindsey and now understand what is going on. We need to add Accuplacer cut scores to WRTG 090 and 110 right away. The CIM documents indicate the prerequisite as "appropriate score on placement test or departmental approval" but no scores are listed, which seems odd. The system has placement scores for old PRPE courses, but not their WRTG equivalents. The correct scores, we know, are:

<table>
<thead>
<tr>
<th>WRTG 090</th>
<th>Reading Comprehension: 50</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sentence Skills: 60</td>
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<tr>
<td></td>
<td>Or a combined score of ≥ 110</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WRTG 110</th>
<th>Reading Comprehension: 65</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sentence Skills: 75</td>
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<tr>
<td></td>
<td>Or a combined score of ≥ 140</td>
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</tbody>
</table>

Lindsey suggests an informational memo to UAB may be the way to move forward. Can this e-mail suffice? Time is critical, and it seems we've had one hiccup after another with this BOR-imposed measure.

Shannon

On Fri, Nov 17, 2017 at 3:36 PM, Lindsey Chadwell <lnchadwell@alaska.edu> wrote:
Thank you for clarifying, Sara. When WRTG A090 and A110 were brought through UAB last year, Accuplacer minimum scores were removed as prereqs. Those were not re-added last week. Rather, we re-added the previous version of the prereq course (PRPE).

Lindsey Chadwell
Interim University Registrar
University of Alaska Anchorage
907-786-6190
lnchadwell@alaska.edu

On Fri, Nov 17, 2017 at 3:23 PM, Sara Rufner <sjrufner@alaska.edu> wrote:
I have checked all 4 of these students, and they all have the appropriate Accuplacer scores for the classes they are trying to enroll in.

On Fri, Nov 17, 2017 at 2:50 PM, Lindsey Chadwell <lnchadwell@alaska.edu> wrote:
Hi Shannon,
These four students have not yet met the prereqs for the courses you identified under either the previous PRPE version or current WRTG version. In fact, three of the four students are brand new to UA with no institutional or transfer work. That is why they are hitting prereq errors. They will need registration overrides.

Please let me know if you have follow up questions.

Lindsey Chadwell
Interim University Registrar
University of Alaska Anchorage
907-786-6190
inchadwell@alaska.edu

On Fri, Nov 17, 2017 at 1:07 PM, Lora Volden <llvolden@alaska.edu> wrote:
Hi Shannon:

I know that Lindsey & I are both in meetings for the next few hours but will make sure to take a look and get back to you today.

On Friday, November 17, 2017, Shannon Gramse <sggramse@alaska.edu> wrote:
Hi, Lindsey,

I am getting regular reports that students are still encountering perquisite problems when trying to register for WRTG classes. The four students below are just from today. Susan Kalina suspected Title IX training holds, and I've asked about that, but suspect this isn't what is causing the snag. I understand the earlier systems issue has been resolved. Do you have any ideas?

Thanks,
Shannon

---------- Forwarded message ----------
From: Sara Rufner <sjrufner@alaska.edu>
Date: Fri, Nov 17, 2017 at 11:18 AM
Subject: prerequisite errors
To: Shannon Gramse <sggramse@alaska.edu>

Christy Farthing
30928538
WRTG 090

Elisha Dobbins
31200981
WRTG 110
Section 36646

Choua Thao
30978342
WRTG 090

Phillip Rhodes
31187634
WRTG A110
Section 36643
Accuplacer 153
This communication may contain privileged and/or confidential information about students subject to the restrictions of the Federal Family Education Rights and Privacy Act (FERPA). FERPA does not prohibit the use of email for transmitting FERPA-protected information to a student or authorized third-party. It is intended solely for the use of the addressee. If you are not the intended recipient, you are strictly prohibited from disclosing, copying, distributing or using any of this information. If you received this communication in error, please contact the sender immediately and destroy the material in its entirety, whether electronic or hard copy. You may not directly or indirectly reuse or redisclose such information for any purpose.
JPC 490/HS 690 – Health and Media
Spring 2018 – Distance Education – Online Blackboard Course
Syllabus

Professor: Joy Chavez Mapaye, Ph.D.
E-mails: jcmayave@uaa.alaska.edu or joy.chavez.mapaye@gmail.com
(please do not email both accounts)
Phone: (907) 786-4195 (email is best)
Office hours via phone or email: By appointment

Required reading:
*Mass Media and Health* by Kim Walsh-Childers
Additional readings on Blackboard

Assignments:
Class assignments (3) – 15 points
Discussion board participation (15) – 45 points
Exams on lectures/readings (5) – 25 points
Final project proposal or graduate student research proposal (1) – 5 points
Final project or graduate student research presentation – 10 points

All assignments will be explained in detail as the course progresses.

Total: 100 points

Deadlines:
All assignments are due Monday night at 11 p.m. of the week assigned on Blackboard. No unexcused late work will be accepted. Weekly Blackboard folders with assignments will be updated midnight Tuesday. Graded assignments will be returned Friday at 11 p.m. **two weeks** after the assignment has been submitted.

Objective: This course examines how media and communications influence individual and public health. The class will discuss health-related media case studies, health campaigns, the dissemination of health messages in a digital media environment, and other topics.

Student Learning Outcomes: By the end of the semester, students will be able to demonstrate the following:

- Evaluate detailed examples of professional principles and practices of special topics in journalism and public communications
- Apply professional terminology and concepts of special topic in journalism and public communications
- Evaluate how professional principles and practices of the special topic can be created as professional content
- Apply appropriate technology of special topic to directly evaluate special topic.
- Evaluate the attributes of the special topic in journalism and public communications.
- Apply advanced skills specific to special topic.
- Apply ethical principles of journalism and public communications professionals to special areas of inquiry.
Mapaye Student Learning Outcomes: By the end of the semester, students will be able to demonstrate the following:

- Describe the media’s role in the construction of health messages
- Critically examine health-related media messages
- Analyze health information in the media for its reliability, validity, authority, timeliness, accuracy, usefulness, and point of view or bias

Mapaye Graduate Student Learning Outcomes: Graduate student learning outcomes are part of the Master of Public Health (MPH) Program accreditation standards. In addition to the outcomes described above, graduate students will be able to demonstrate the following outcomes by the end of the semester:

- Select and propose communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content
- Integrate theory and research in developing health communication strategies

Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>What’s Due?</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course overview</td>
<td>Discussion board 1</td>
<td>Ch. 1</td>
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<tr>
<td>1/16</td>
<td>Health communication</td>
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<td></td>
<td>Health and the media environment</td>
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<td>Due date: 1/22 (11 p.m.)</td>
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<td>Week 2</td>
<td>Health information online</td>
<td>Discussion board 2</td>
<td>Ch. 2 &amp; 12</td>
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<td>1/22</td>
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<td>Due date: 1/29 (11 p.m.)</td>
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<td>Week 3</td>
<td>Tobacco advertising</td>
<td>Exam 1</td>
<td>Ch. 3</td>
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<td>1/29</td>
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<td>Discussion board 3</td>
<td>Blackboard readings</td>
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<td>Due date: 2/5 (11 p.m.)</td>
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<td>Week 4</td>
<td>Due date: 2/12 (11 p.m.)</td>
<td>Marketing alcohol</td>
<td>Discussion board 4</td>
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<td>Week 5</td>
<td>Due date: 2/19 (11 p.m.)</td>
<td>Prescription drug advertising</td>
<td>Final project proposal</td>
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<td>Week 6</td>
<td>Due date: 2/26 (11 p.m.)</td>
<td>Media portrayals of food, nutrition and exercise</td>
<td>Exam 2</td>
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<td>Week 7</td>
<td>Due date: 3/5 (11 p.m.)</td>
<td>Mass media and body image</td>
<td>Discussion board 7</td>
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<td>Week 8</td>
<td>Due date: 3/12 (11 p.m.)</td>
<td>Media and grief</td>
<td>Exam 3</td>
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<tr>
<td>Week 9</td>
<td>Due date: 3/12</td>
<td><strong>Spring Break – No Class</strong></td>
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<td>Week 10</td>
<td>3/19</td>
<td>Media and public health</td>
<td>Discussion board 9</td>
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<td>Cultural competence</td>
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<td>3/26</td>
<td>Due date: 3/26 (11 p.m.)</td>
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<td>Week 11</td>
<td>3/26</td>
<td>News media and health policy</td>
<td>Discussion board 10</td>
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<td>Health campaigns</td>
<td>Class assignment 3</td>
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<td>Week 12</td>
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<td>Media advocacy to influence policy</td>
<td>Exam 4</td>
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<td>Discussion board 11</td>
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<td>Week 13</td>
<td>4/9</td>
<td>Political issue advertising and health policy</td>
<td>Discussion board 12</td>
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<td>4/16</td>
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<td>Week 14</td>
<td>4/16</td>
<td>Global perspectives on health and media</td>
<td>Discussion board 13</td>
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<td>4/23</td>
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<td>Week 15</td>
<td>4/23</td>
<td>Graduate research presentations</td>
<td>Exam 5</td>
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<td>Final project</td>
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<td>4/30</td>
<td>Due date: 4/30 (11 p.m.)</td>
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<td>Research presentation</td>
<td>Discussion board 14</td>
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<tr>
<td><strong>Finals Week</strong></td>
<td><strong>Final project evaluation</strong></td>
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<td>5/1-5/5</td>
<td>Graduate student research presentation evaluations</td>
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<td>Due date: 5/2</td>
<td>Discussion board 15</td>
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<td>(11 p.m.)</td>
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*Syllabus is subject to change*

**Basis for Grade**

Each assignment is part of your final research paper and is worth 5 points each. All assignments must be submitted via Blackboard. Assignments that fail to meet required standards will not be graded.

In addition to the assignments, the midterm exam, the final research paper and the research poster session will all be factored into assessing the final grade.

Your final grade will be based on the following scale:

- 100 - 90 = A
- 89 - 80 = B
- 79 - 70 = C
- 69 - 60 = D
- 59 - 0 = F

**JPC Grading Policy**

JPC is a professional program nationally accredited by ACEJMC. The department places great emphasis on theory and skill learning with outcomes measured by the success of graduates in
the media market.

Consequently, the faculty of the department has adopted an “operationalized” grading scale tailored by the faculty member for the learning environment. The department chooses to evaluate work as measured against professional standards.

A = Outstanding work of publishable quality; minimal editing required
B = Good work of publishable quality; some editing required to meet professional standards
C = Average work; substantial revision needed to meet professional standards
D = Poor quality; fundamental problems that fail to meet professional standards
F = Unacceptable work; late, plagiarism, or unsubmitted; failed to follow instructions

Given the nature of media deadlines, no unexcused late work will be accepted.

JPC Attendance Policy

The attendance policy for the Department of Journalism and Communication allows students four absences in a course that meets twice a week (or two absences in course that meets once a week). Enforcement of this policy begins with the first class following the add/drop deadline in each semester. Attendance is generally taken at the beginning of class. Students who arrive after attendance is taken will be judged to be absent.

JPC Plagiarism Policy

Plagiarism is copying the work of another person and submitting it as your own. Plagiarism is theft. Plagiarism is the most serious academic offense. More so, it is a serious offense in journalism and professional media, usually resulting in dismissal.

Students who violate the UAA policy of academic integrity will receive a failing grade for the course. The university policy is as follows: “Academic integrity is a basic principle which requires that students take credit only for ideas and efforts that are their own. Cheating is defined as the submission of materials in assignments, exams or other academic work which is based on sources prohibited by the faculty member.”

The university also provides other definitions, including situations in which the student presents as his/her own ideas or words of another person without customary and proper acknowledgment of sources. In addition to a failing grade for the course, cases of academic dishonesty will be referred to the department chair and other university officials for further action. For full university explanations and students’ rights, check Chapter 5, Students Rights, Freedoms, and Responsibilities, in the UAA course catalog.
Students are expected to know and follow the Student Code of Conduct (https://www.uaa.alaska.edu/students/dean-of-students/student-conduct/code.cshtml). If an instructor has reason to believe that plagiarism, cheating, or academic dishonesty, as defined in the Student Code of Conduct, has occurred, the matter will be referred to the Office of the Dean of Students. If there is a finding from the Dean of Students that plagiarism, cheating, or academic dishonesty has occurred, academic sanctions imposed by the instructor may include substantial reduction of the grade for the assignment, 0 (no credit) for the assignment, or a failing grade for the course.

**JPC Lab Policy**

No food or drinks (including water) are allowed in JPC student labs. This includes the JPC multimedia instructional classroom, JPC digital publications lab, JPC television studio, the control rooms and JPC digital audio and video labs. JPC instructional labs are for JPC student work. First priority is for instructional activities and student work.

**UAA Smoke and Tobacco-Free Policy**

Out of respect for others and the campus environment, tobacco use and smoking, including the use of electronic cigarettes and similar products are prohibited on university property (UA BOR policy P05.12.102). https://www.uaa.alaska.edu/about/policy/tobacco-free/

**UAA Student Policies and Other Resources**

For UAA student policies related to academic instruction and class cancellation, see the UAA catalog and the UAA student handbook.

UAA Care Team – The mission of the UAA Care Team is to promote a safe and productive learning, living and working environment by addressing the needs of students through coordination and assessment of information and developing a supportive plan. The Care Team reviews reports to determine whether a student poses a threat to others and takes action to protect the safety and welfare of the university community.

https://www.uaa.alaska.edu/careteam/ or (907) 786-1214 or care@uaa.alaska.edu

UAA Disability Support Services – Disability Support Services (DSS) coordinates the support services for UAA students who experience disabilities, as well as provides resources for the university and community.

http://www.uaa.alaska.edu/dss/ or 907-786-4530