I. Roll
( ) Dave Fitzgerald (CBPP)   ( ) Vacant (COE)   ( ) Christina Stuive (SA)   ( ) Adjunct vacancy
( ) Paola Banchero (CAS)   ( ) Jeffrey Callahan (CTC)   ( ) Francisco Miranda (FS CAS)   ( ) USUAA vacancy
( ) Mari Ippolitio (CAS)   ( ) Utpal Dutta (SOE)   ( ) Alberta Harder (FSAL)   Ex-Officio Members:
( ) Barbara Harville(CAS)   ( ) Michael Hawfield (KPC)   ( ) Soren Orely (FSAL)   ( ) Susan Kalina
( ) Len Smiley (CAS)   ( ) Kevin Keating (LIB)   ( ) FS at large vacancy   ( ) Lora Volden
( ) Helena Jermalovic (COH)   ( ) Joan O’Leary (Mat-su)   ( ) Kathryn Hollis Buchanan(Kodiak)   ( ) S&P
( ) Eileen Weatherby (COH)   ( ) Thia Falcone (Adjunct)

II. Approval of the Agenda (pg. 1-2)

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

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald
B. GERC

VI. Program/Course Action Request- Second Readings
Chg ECON A201 Principles of Macroeconomics (3)(3+0)(pg. 5-10)
Chg ECON A202 Principles of Microeconomics (3)(3+0)(pg. 11-15)

VII. Program/Course Action Request- First Readings
Add ENGL A433 Literacy, Rhetoric & Social Practice (3)(3+0)(pg. 16-23)
Chg Bachelor of Arts in English (pg. 24-39)
Chg JUST A200 Introduction to Research Methods in Justice (3)(3+0)(pg. 40-45)
Chg JUST A201 Justice Data Analysis (3)(3+0)(pg. 46-50)
Chg JUST A334 Police & Society (3)(3+0)(pg. 51-56)
Chg JUST A360 Justice Theory & Policy Analysis (3)(3+0)(pg. 57-61)
Chg JUST A374 The Courts (3)(3+0)(pg. 62-67)
Chg JUST A398 Individual Research (1-6)(1-6+3-18)(pg. 68-71)
Chg JUST A400 Advanced Research Methods in Justice (3)(3+0)(pg. 72-76)
Chg JUST A401 Inferential Data Analysis in Justice (3)(3+0)(pg. 77-81)
Chg JUST A434 Police-Community Relations (3)(3+0)(pg. 82-87)
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<td>Accounting Information Systems II (3)(3+0)</td>
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<td>ACCT A342</td>
<td>Managerial Cost Accounting (3)(3+0)</td>
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**VIII. Old Business**

**IX. New Business**

A. **2012-2013 Goals** (pg. 209)
B. **Proposed Modification of Catalog Language Regarding Course Repeats** (pg. 210-212)
C. **Revised CAR** (pg. 213)
D. **Curriculum Handbook Changes** (pg. 214-302)
   a. **Program Approval Flow Chart** (pg. 303)
E. **Proposed Modification of Catalog Language Regarding Catalog Year and Course Prerequisites** (pg. 304-305)
F. **Posthumous Degrees** (pg. 306-307)
G. **Summer Add/Drop Deadlines** (pg. 308)

**X. Informational Items and Adjournment**

A. **Pilot Group Discussion**
B. **Nonacademic Purge List** (pg. 309-314)
Undergraduate Academic Board
Summary

August 31st 2012
2:00-5:00
ADM 204

I. Roll
(x) Dave Fitzgerald (CBPP)  ( ) Vacant (COE)  (x) Christina Suive(SA)  ( ) Adjunct vacancy
(e) Paola Banchero (CAS) (x) Jeffrey Callahan(CTC) (x) Francisco Miranda (FS CAS)  ( ) USUAA vacancy
(x) Mari Ippolitio (CAS) (x) Utpal Dutta (SOE)  ( ) FS at large vacancy  Ex-Officio Members:
(x) Barbara Harville(CAS) (x) Michael Hawfield (Kenai) (x) Francisco Miranda (FS CAS)  ( ) USUAA vacancy
(x) Len Smiley (CAS) (x) Kevin Keating (LIB)  ( ) FS at large vacancy  (x) Susan Kalina
(x) Helena Jermalovic (COH)(x) Joan O’Leary (Mat-su) (x) Kathrynn Hollis Buchanan(Kodiak) ( ) S&P
(x) Eileen Weatherby (COH) (x) Thia Falcone (Adjunct)

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

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

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina (pg. 7-9)
A memo will be going out regarding lab fee deadlines
Catalog production calendar will be posted after today and an email will go out to faculty highlighting
the important dates

B. University Registrar Lora Volden
No Report

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald
No Report

B. GERC
ECON A201 and ECON A202 were approved by GERC
Discussed 2012-2013 goals, but they are not finalized

VI. Program/Course Action Request- Second Readings
Chg ECON A201 Principles of Macroeconomics (3)(3+0)(pg. 10-15)
Chg ECON A202 Principles of Microeconomics (3)(3+0)(pg. 16-20)
Postponed until the faculty initiator can be present

VII. Program/Course Action Request- First Readings

VIII. Old Business

IX. New Business
A. SLO Discussion - Academic Assessment Committee Chair Keith Cates
The AAC is not an approving committee
The memo sent out in the spring gave programs three options:
1. No action was needed for programs who already had SLOs in the catalog, but they
could be revised by submitting them and a PAR to the boards

3
2. Programs were encouraged to bring their SLOs, accompanied by a PAR, to the boards to be reviewed and placed in the catalog.

3. Programs that choose not to submit documents to Governance by 1 March 2013 will have the SLOs from their current recorded assessment plans put in the Catalog as their SLOs.

The academic boards do not review the assessment plans, but the boards want to know who evaluates SLOs.

The board will accept as informational items program SLOs that are unchanged from the assessment plans.

Motion: UAB withdrawals all changes and actions made to the Business and Political Science SLOs and approves them as originally submitted.

2nd Mari Ippolito
Unanimously Approved

Motion: The Governance Office has permission to reject undergraduate coordination emails sent to the faculty listserv that does not include all required coordination information as passed by UAB and GAB in Spring 2012.

Unanimously Approved

B. 2012-2013 Goals (pg. 21)
C. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 22-24)
D. Revised CAR (pg. 25)
E. Curriculum Handbook Changes (pg. 26-113)
   a. Program Approval Flow Chart (pg. 114)
F. Proposed Modification of Catalog Language Regarding Catalog Year and Course Prerequisites (pg. 115-116)
G. Posthumous Degrees (pg. 117-118)

X. Informational Items and Adjournment
**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>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADEP Division of Econ Public Pol</td>
<td>ECON</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<th>6. Complete Course Title</th>
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<tr>
<td>Principles of Macroeconomics</td>
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<th>7. Type of Course</th>
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<th>8. Type of Action:</th>
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<tbody>
<tr>
<td>☑ Add or ☑ Change</td>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- Class
- Level
- College
- Major
- Other Update CCG (please specify)

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<tr>
<td>✑ Stacked with</td>
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Cross-Listed Coordination Signature

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

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

<table>
<thead>
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<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
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<td>2.</td>
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<tr>
<td>3.</td>
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Initiator Name (typed): Paul Johnson

Initiator Signed Initials: __________________________ Date: ______________

13b. Coordination Email Date: __________________________

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: ______________

14. General Education Requirement

Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

Theoretical approach to determination of the national income level and economic activity including coverage of the history of macroeconomic theory with special emphasis on economic growth, inflation, business cycles, international finance, and monetary and fiscal policy.

16a. Course Prerequisite(s) (list prefix and number)

None

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

Minimum one year of high school algebra required.

17. Mark if course has fees Standard CBPP computer lab fee

- ☑

18. Mark if course is a selected topic course

- ☑

19. Justification for Action

This is an update to the existing CCG removing prerequisites, and changing the course description and registration restrictions.
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<td>246</td>
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<td>Ronald Spatz</td>
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<td>Mathematics Department</td>
<td>Courtesy Coordination</td>
<td>8/25</td>
<td>Sam Thiru</td>
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</table>
I. Date Initiated  
April 6, 2012

II. Course Information
College/School: College of Business and Public Policy
Department: Economics
Program: Bachelor of Arts, Economics; Bachelor of Business Administration, Economics
Course Title: Principles of Macroeconomics
Course Number: ECON A201
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A – F
Course Description: Theoretical approach to determination of the national income level and economic activity including coverage of the history of macroeconomic theory with special emphasis on economic growth, inflation, business cycles, international finance, and monetary and fiscal policy.
Course Prerequisites: None
Registration Restrictions: Minimum one year of high school algebra required.
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Lectures
B. Discussions

IV. Course Level Justification
This course introduces fundamental ideas and concepts in economic theory. The material exceeds 100-level courses through its use of logical reasoning and mathematics to understand economic behavior.

V. Outline
A. Basic Economic Concepts
B. History of Macroeconomic Ideas
C. National Income Accounting
D. Economic Growth
E. Saving, Investing, and the Financial System
F. Banking and the Monetary System
G. Inflation
H. The Aggregate Demand and Supply Model
I. Theories of the Business Cycle
J. Monetary and Fiscal Policy
K. International Finance and Exchange Rates

VI. Suggested Texts

VII. Bibliography
*Classics

VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
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<th>A. Instructional Goals. The instructor will:</th>
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</thead>
<tbody>
<tr>
<td>1. Present the history and development of macroeconomic theory.</td>
</tr>
<tr>
<td>2. Discuss major macroeconomic theories.</td>
</tr>
<tr>
<td>3. Explain major macroeconomic results and implications.</td>
</tr>
<tr>
<td>4. Explain and analyze how public policy actions affect the macroeconomy.</td>
</tr>
<tr>
<td>5. Integrate the global economy into discussions and examinations.</td>
</tr>
<tr>
<td>B. Student Learning Outcomes. Students will be able to:</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>1. Calculate Gross Domestic Product and the rate of inflation using national accounts data.</td>
</tr>
<tr>
<td>2. Compute the effect of changes in reserve requirements and other monetary policies on the money supply and inflation.</td>
</tr>
<tr>
<td>3. Compute the solution to aggregate demand/supply problems given data on changes in private sector behavior or government policy actions.</td>
</tr>
<tr>
<td>4. Compute the expected changes to the balance of payments from shocks to the trade accounts and/or monetary policy shocks.</td>
</tr>
<tr>
<td>5. Discuss macroeconomic goals, activities, and outcomes of government monetary and fiscal policies.</td>
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</tbody>
</table>
### 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>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADEP Division of Econ Public Pol</td>
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<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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<td>N/A</td>
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<table>
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Principles of Microeconomics

<table>
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<th>Abbreviated Title for Transcript (30 character)</th>
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<th>7. Type of Course</th>
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<td>Academic</td>
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<th>10. Grading Basis</th>
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<tr>
<td>From: Spring/2013</td>
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<td>To: /9999</td>
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| 12. | Cross Listed with |
|     | Stacked with |

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<tr>
<th>13a. Impacted Courses or Programs:</th>
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Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

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<th>13c. Coordination with Library Liaison</th>
<th>Date: 04/06/12</th>
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<tr>
<th>14. General Education Requirement</th>
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Mark appropriate box:

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

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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The theory of prices and markets, industrial organization, public policy, income distribution, contemporary problems of labor and business, and international trade, including coverage of the history of microeconomic theory.

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<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<th>16d. Other Restriction(s)</th>
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- College
- Major
- Class
- Level

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
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</table>

Minimum one year of high school algebra required.

| 17. | Mark if course has fees |
|     | Standard CBPP computer lab fee |

| 18. | Mark if course is a selected topic course |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
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</table>

Update CCG. Add registration restriction. Change course description.

Initiator Name (typed): Paul Johnson

Initiator Signed Initials: ______________________ Date: __________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 04/06/12</th>
</tr>
</thead>
</table>

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

14. General Education Requirement

Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)

The theory of prices and markets, industrial organization, public policy, income distribution, contemporary problems of labor and business, and international trade, including coverage of the history of microeconomic theory.

16a. Course Prerequisite(s) (list prefix and number)

None

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

Minimum one year of high school algebra required.

17. Mark if course has fees
Standard CBPP computer lab fee

18. Mark if course is a selected topic course

19. Justification for Action

Update CCG. Add registration restriction. Change course description.

Initiator (faculty only)

Paul Johnson

Initiator (TYPE NAME)

Approval

Date

Disapproved

Date

Dean/Director of School/College

Date

Approved

Undergraduate/Graduate Academic

Date

Disapproved

Board Chairperson

Date

Approved

Provost or Designee

Date

Disapproved

Department Chairperson

Date

Approved

Curriculum Committee Chairperson

Date

Disapproved

Provost or Designee

Date

11
13a. Impacted courses or programs (continued) ECON A202

<table>
<thead>
<tr>
<th>Impacted program/course</th>
<th>Catalog pages impacted</th>
<th>Date of coordination</th>
<th>Chair/Coordinator contacted</th>
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<tbody>
<tr>
<td>Bachelor of Arts, Hospitality and Restaurant management</td>
<td>196</td>
<td>4/6</td>
<td>Timothy Doebler</td>
</tr>
<tr>
<td>Bachelor of Science, Aviation Technology</td>
<td>185</td>
<td>4/6</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>Bachelor of Science, Construction Management</td>
<td>193</td>
<td>4/6</td>
<td>Jeffrey Callahan</td>
</tr>
<tr>
<td>Bachelor of Science, Technology Business Emphasis</td>
<td>227</td>
<td>4/6</td>
<td>Maria Angela Dirks</td>
</tr>
<tr>
<td>Bachelor of Science, Natural Sciences</td>
<td>122, 123</td>
<td>4/6</td>
<td>Lillian Alessa</td>
</tr>
<tr>
<td>Associate of Applied Science, Business Computer Information Systems</td>
<td>140</td>
<td>4/6</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>BBA degree</td>
<td>137, 138</td>
<td>4/6</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>Business Administration Minor</td>
<td>139</td>
<td>4/6</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>BBA Accounting</td>
<td>133, 134</td>
<td>4/6</td>
<td>Pat Fort</td>
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<tr>
<td>BA, BBA Economics</td>
<td>142</td>
<td>4/6</td>
<td>Paul Johnson</td>
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<tr>
<td>BBA Small Business Management</td>
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<td>BBA Management Information Systems</td>
<td>141</td>
<td>4/6</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>Mathematics Department</td>
<td>Courtesy Coordination</td>
<td>8/25</td>
<td>Sam Thiru</td>
</tr>
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</table>
I. Date Initiated  April 6, 2012

II. Course Information
College/School:  College of Business and Public Policy
Department:  Economics
Program:  Bachelor of Arts, Economics; Bachelor of Business Administration, Economics
Course Title:  Principles of Microeconomics
Course Number:  ECON A202
Credits:  3
Contact Hours:  3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis:  A – F
Course Description:  The theory of prices and markets, industrial organization, public policy, income distribution, contemporary problems of labor and business, and international trade, including coverage of the history of microeconomic theory.
Course Prerequisites:  None
Registration Restrictions:  Minimum one year of high school algebra required.
Fees:  Standard CBPP computer lab fee.

III. Course Activities
A. Lectures
B. Discussions

IV. Course Level Justification
The Principles of Economics courses introduce fundamental ideas and concepts in economic theory. The material exceeds 100-level courses through its use of logical reasoning and mathematics to understand economic behavior.

V. Outline
A. Basic Economic Concepts
B. History of Microeconomic Ideas
C. Supply and Demand Analysis
D. Production and Costs
E. Theory of the Firm and Profit Maximization
F. Introduction to Industrial Organization
G. Theory of Perfect Competition
H. Theory of Oligopoly and Basic Game Theory
I. Theory of Monopoly
J. Theory of Monopolistic Competition
K. Input Markets and Income Distribution
L. Antitrust Regulation
M. International Trade

VI. Suggested Texts


VII. Bibliography


(All are classics.)

VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
</tr>
<tr>
<td>1. Present the history and development of microeconomic theory.</td>
</tr>
<tr>
<td>2. Discuss major microeconomic theories.</td>
</tr>
<tr>
<td>3. Explain major microeconomic results and implications.</td>
</tr>
<tr>
<td>4. Explain and analyze how public policy actions affect economic units.</td>
</tr>
<tr>
<td>5. Integrate the global economy into discussions and examinations.</td>
</tr>
</tbody>
</table>
### B. Student Learning Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Compare price and quantity outcomes resulting from shifts in supply and demand.</td>
</tr>
<tr>
<td>2.</td>
<td>Compute and interpret elasticity measures.</td>
</tr>
<tr>
<td>3.</td>
<td>Compute solutions to profit maximization and cost minimization problems of firms.</td>
</tr>
<tr>
<td>4.</td>
<td>Compute solutions to utility maximization problems of households.</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss economic goals, activities, and outcomes of government.</td>
</tr>
</tbody>
</table>
**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

**1. School or College**  
AS CAS

**2. Course Prefix**  
ENGL

**3. Course Number**  
A433

**4. Previous Course Prefix & Number**  
n/a

**5a. Credits/CEUs**  
3 CR

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

**6. Complete Course Title**  
Literacy, Rhetoric, and Social Practice  
Literacy, Rhet & Soc Practice  
Abbreviated Title for Transcript (30 character)

**7. Type of Course**  
☑ Academic  
☐ 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
- ☐ Other Restrictions
  - ☐ Class
  - ☐ College
  - ☐ Level
- ☐ Other

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

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

**11. Implementation Date**  
semester/year  
From: Spring/2013  
To: 9999/9999

**12. Cross Listed with**  
Stacked with  
Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. BA in English</td>
<td></td>
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<td>Daniel Kline, Chair, Dept. of English</td>
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<td>2.</td>
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<tr>
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Initiator Name (typed): Jackie Cason  
Initiator Signed Initials:  
Date:________________

**13b. Coordination Email**  
Date: 01/09/12  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 1/16/12

**14. General Education Requirement**  
Mark appropriate box:

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

**15. Course Description (suggested length 20 to 50 words)**  
A survey of literacy and rhetoric as socially embedded practices within the larger discursive and material contexts of human activity. Explores literacy as the construction of meaning in professional, public, and private settings, including print-based reading and writing as well as other modes of representation. Explores rhetoric as the production and interpretation of texts for specific audiences in social contexts.

**16a. Course Prerequisite(s) (list prefix and number)**  
ENGL A111 and [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] and [ENGL A201 or ENGL A202] with minimum grade of "C".

**16b. Test Score(s)**  
n/a

**16c. Co-requisite(s) (concurrent enrollment required)**  
n/a

**16d. Other Restriction(s)**  
☐ College  
☐ Major  
☐ Class  
☐ Level

**16e. Registration Restriction(s) (non-codable)**  
n/a

**17. ☑ Mark if course has fees**  

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

**19. Justification for Action**  
Adding a core course requirement that will integrate tracks within the English Major.
<table>
<thead>
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<th>Date</th>
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<td>Jackie Cason</td>
<td></td>
<td></td>
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Initiator (TYPE NAME)

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<th>Date</th>
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<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<th>Curriculum Committee Chairperson</th>
<th>Date</th>
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17
Initiation Date: January 9, 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Literacy, Rhetoric, and Social Practice
   C. Course Number: ENGL A433
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 3 hours per week
   F. Grading Information: A-F
   G. Course Description: A survey of literacy and rhetoric as socially embedded practices within the larger discursive and material contexts of human activity. Explores literacy as the construction of meaning in professional, public, and private settings, including print-based reading and writing as well as other modes of representation. Explores rhetoric as the production and interpretation of texts for specific audiences in social contexts.
   H. Status of Course: The course fulfills a core requirement for BA in English.
   I. Lab Fees: $0.00-15.00
   J. Coordination: UAA Faculty Listserv
   K. Prerequisites: ENGL A111 and [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] and [ENGL A201 or ENGL A202] with minimum grade of “C”.
   L. Registration Restrictions: N/A

III. Course Level Justification
   As a course that integrates and applies advanced theoretical and pedagogical concepts of literacy, rhetoric, and social practice, the course is best suited to students in their junior and senior year, as well as graduate students.

IV. Instructional Goals and Defined Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will</td>
<td>Students will be able to</td>
<td>Online discussions</td>
</tr>
<tr>
<td>Provide a conceptual and historical framework for understanding the rhetorical tradition.</td>
<td>Demonstrate an understanding of what rhetoric is, the social function it performs, and</td>
<td>Performance on quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing assignments</td>
</tr>
<tr>
<td><strong>How theories of rhetoric help us improve our understanding and practice of this art.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>Provide an overview of the history of literacy and contemporary perspectives on literacy.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify key events and factors that have affected access to and uses of literacy. Connect contemporary perspectives on literacy to students’ own literacy practices and to contemporary issues and debates about literacy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online discussions Performance on quizzes Writing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guide students in applying an analytical framework as a method of inquiry into socially embedded literate and rhetorical activities.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the independent capacity to apply an analytical framework as a method of inquiry into socially embedded literacy practices and rhetorical activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical paper that investigates and reports on literacy practices and rhetorical activities in a professional, public, or personal setting.</td>
<td></td>
<td></td>
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</tbody>
</table>

V. **Topical Course Outline**

A. **Literacy**
   1. **History of Literacy**
      a. Historical definitions of literacy
      b. Orality and literacy
      c. Literacy and social stratification
      d. Literacy and social change
      e. Literacy and technology
   2. **Competing Definitions of Literacy**
      a. Literacy as adaptation—functional utility
      b. Literacy as power—social and economic interests
      c. Literacy as a state of grace—virtues and values
      d. Literacy as social practice
      e. Multiliteracies
   3. **Literacy as Social Practice**
      a. “The literacy myth” (Graff)
      b. Cultural values and variation
      c. Autonomous and ideological theories of literacy
d. An ecological theory of literacy

4. Multiliteracies
   a. Digital and networked technologies
   b. Multimodality and design
   c. Linguistic diversity, code-switching, and code-meshing
   d. Sponsors of literacy
   e. Materiality of literacy

B. Rhetoric
   1. History of ancient rhetorics
      a. The Sophistic Movement
      b. Hellenistic rhetoric
      c. Aspasia and opportunities for women
      d. Roman rhetorics
      e. Rhetoric in later antiquity
   
   2. Nature, scope, and function of rhetoric
      a. Definitions of rhetoric
      b. Rhetoric as a discipline and method of democracy
      c. Rhetorical discourse: It is planned, adapted to an audience, reveals human motives, is responsive, and seeks persuasion
      d. Social functions of the art of rhetoric: it tests ideas, assists advocacy, distributes power, discovers facts, shapes knowledge, and builds community
      e. Differences between ancient and modern rhetorics
   
   3. Rhetorical theory and practices
      a. Types of rhetorical discourse: forensic, deliberative, and epideictic
      b. Kairos and the rhetorical situation
      c. Canons of rhetoric: invention, arrangement, style, memory, and delivery
      d. Common topics and commonplaces
      e. Rhetorical proofs: logical, ethical, pathetic, extrinsic
      f. Stasis theory
   
   4. Modern and postmodern rhetoric
      a. Rhetoric as a comprehensive theory of language
      b. Rhetoric and other disciplines
      c. Rhetoric and composition
      d. Rhetorics of gender, race, and culture
      e. New Rhetoric

C. Social Practice
   1. Analytical framework for socially embedded practice
      a. Guiding metaphors—image and features of discursive space
b. Context—location in time and place
c. Tenor of the discourse—register, affect
d. Literacies—purposeful practice
e. Rhetorical invention—responding to exigencies

2. Literate and Rhetorical Activity Embedded in Social Contexts/Communities
   a. Professional workplaces
   b. Public institutions and civic practices
   c. Individual pursuits and activities required to live in a complex society

VI. Suggested Texts


VII. Bibliography


2. Complete Program Title/Prefix
   Bachelor of Arts in English

3. Type of Program
   Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate:

4. Type of Action: PROGRAM
   - Add
   - Change
   - Delete

   PREFIX
   - Add
   - Change
   - Inactivate

5. Implementation Date (semester/year)
   From: Fall/2013 To: 9999,9999

6a. Coordination with Affected Units
   Department, School, or College:
   Initiator Name (typed): Toby Widdicombe
   Date:______________
   Initiator Signed Initials: __________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 1/9/2012

6c. Coordination with Library Liaison
   Date: 1/13/2012

7. Title and Program Description - Please attach the following:
   - Cover Memo
   - Catalog Copy in Word using the track changes function

8. Justification for Action
   To have the BA in English Core better reflect the needs of students, the changing nature of the job market, and the current roster of faculty. To bring catalog copy up to date with new curricular requirements.

<table>
<thead>
<tr>
<th>Toby Widdicombe</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td>Date</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
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<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
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<tbody>
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<td>Disapproved</td>
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<table>
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<th>Board Chairperson</th>
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<thead>
<tr>
<th>Provost or Designee</th>
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Description

The programs offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum includes courses in composition, rhetoric, literature, linguistics, and critical-thinking strategies. The Department also supervises the First-Year Composition Program, which fulfills the university’s General Education Requirement in written communication.

The English Department’s mission is to prepare students to succeed in an increasingly diverse world. The Department is devoted to an innovative curriculum that encourages lifelong learning, critical thinking, and effective writing. We teach students to see textual work as an engagement with history, convention, culture, and place so that they can participate responsibly in a changing regional and challenging global environment. In particular, the Department is concerned with Alaskan cultures, the North Pacific Rim environment, and the intersection of networked technologies and forms of textuality. At the undergraduate and graduate levels, the English Department also strives to familiarize students with a full range of literacies – written, digital, and visual – so that they may become active and well-equipped citizens.

To address this mission, the Department offers three emphases in the undergraduate major: literature, rhetoric and language, and secondary education.

- The Literature option focuses on significant examples of literature from different places, periods, and genres as well as the social and geo-cultural forces that shape them.
- The Rhetoric and Language option focuses on rhetorical strategies and techniques of composition, emphasizing historical, theoretical, and linguistic perspectives.
- The Education option prepares students for teaching literature and writing at the middle and high school levels as well as for admission to UAA’s Master of Arts in Teaching program.

The Department also provides a variety of minors (Literature, Linguistics, Professional Writing, and Creative Writing and Literary Arts). The Literature minor enhances the experience of students majoring in other subjects by providing a study of significant authors and literary works as well as by developing skills in writing and critical analysis. The Professional Writing minor prepares students to interpret and present complex information in a readable form to various audiences using a variety of media. The Linguistics minor is designed for non-English majors who wish to build a foundation in linguistic studies for complementary majors, such as Anthropology and Languages, and for those who are interested in the study and teaching of languages. The Creative Writing and Literary Arts minor allows students to explore the crafts of fiction, literary nonfiction, poetry and dramatic writing in an intensive series of workshops taught by active writers in the genres.

Outcomes

All options prepare majors to conduct research in the discipline and to write for a variety of purposes and audiences. In addition, each option offers the opportunity to earn honors in English. The specific educational outcomes that support the undergraduate program objectives are to produce graduates who are able to:

- Read closely.
- Interpret texts analytically.
- Conduct research effectively.
- Weigh evidence critically, and to
- Write coherently.

For information on English placement tests, transfer credits, petition procedures, or special registration, contact the English Department.
Bachelor of Arts, English

Admission Requirements

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of Chapter 7, Academic Standards and Regulations.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences requirements listed at the beginning of the CAS section.

D. Major Requirements

Students working toward a degree in English may choose from three options: literature, rhetoric and language, or education.

1. Complete the following core courses (18 credits):

   - ENGL A201 Masterpieces of World Literature I 3
   - ENGL A202 Masterpieces of World Literature II 3
   - ENGL A351 Poetry 3
   - ENGL A433 Literacy, Rhetoric, and Social Practice 3
   - ENGL A435 History of Criticism 3
   - ENGL A476 History of English Language 3

2. Complete one of the following options:

   Literature Option (24 credits)

   Complete 3 credits from national literature:
   - ENGL A301 Literature of Britain I (3)
   - ENGL A302 Literature of Britain II (3)
   - ENGL A305 National Literatures in English (3)
   - ENGL A306 Literature of the United States I (3)
   - ENGL A307 Literature of the United States II (3)

   Complete 3 credits from one period and 6 from the other period:

   Earlier
   - ENGL A310 Ancient Literature (3)
   - ENGL A315 Survey of Medieval Literature (3)
   - ENGL A320 Renaissance Literature (3)
   - ENGL A325 Neoclassical Literature (3)

   Later
   - ENGL A330 Literature of Romanticism (3)
   - ENGL A340 The Victorian Period (3)
   - ENGL A343 Modern and Contemporary Literature (3)
   - ENGL A440 Topics in Comparative Literature (3)
Complete 3 credits from genre: 3
ENGL A361  The Novel (3)
ENGL A363  Short Story (3)
ENGL A371  Narrative Nonfiction (3)
ENGL A381  Drama (3)
ENGL A383  Film Interpretation (3)
ENGL A391  Genres of Subject and Theme (3)

Complete 6 credits from specialized studies: 6
ENGL A424  Shakespeare (3)
and one of the following:
ENGL A409  Texts of Subcultures and Regions (3)
ENGL A429  Major Authors (3)
ENGL A444  Topics in Native Literatures (3)
ENGL A445  Alaska Native Literatures (3)

Complete 3 credits upper division English or Creative Writing and Literary Arts elective: 3

Rhetoric and Language Option (24 credits)

Complete 6 credits from nature of language:
LING A101  The Nature of Language 3
LING A201  Intermediate Grammar 3

Complete 6 credits from advanced composition:
ENGL A311  Advanced Composition (3)
ENGL A312  Advanced Technical Writing (3)
ENGL A313  Professional Writing (3)
ENGL A414  Research Writing (3)

Complete 3 credits from applied linguistics:
ENGL A450  Linguistics and English Language Teaching (3)
ENGL A487  Standard Written English (3)
ENGL A495  Internship in Professional Writing (1-6)

Complete 3 credits from rhetoric and language theory:
ENGL A475  Modern Grammar (3)
ENGL A478  Public Science Writing (3)
ENGL A491  Topics in Composition and Rhetoric (3)

Complete 6 credits upper division elective: 6
One upper division Rhetoric course (3)
One upper division English or Creative Writing and Literary Arts elective (3)

Education Option (24 credits)

Complete 12 credits from reading & literature: 12
ENGL A424  Shakespeare (3)
and one of the following: 3
ENGL A361  The Novel (3)
ENGL A363  Short Story (3)
ENGL A371  Narrative Nonfiction (3)
ENGL A381  Drama (3)  
ENGL A383  Film Interpretation (3)  
ENGL A391  Genres of Subject and Theme (3)  
  and one of the following:  3  
ENGL A306  Literature of the United States I (3)  
ENGL A307  Literature of the United States II (3)  
  and one of the following:  3  
ENGL A305  National Literatures in English (3)  
ENGL A343  Modern and Contemporary Literature (3)  
ENGL A440  Topics in Comparative Literature (3)  
ENGL A444  Topics in Native Literatures (3)  
ENGL A445  Alaska Native Literatures (3)  
  Complete 3 credits from language & composition:  3  
ENGL A311  Advanced Composition (3)  
ENGL A312  Advanced Technical Writing (3)  
ENGL A313  Professional Writing (3)  
ENGL A414  Research Writing (3)  
ENGL A491  Topics in Composition and Rhetoric (3)  
  Complete 9 credits from language development & analysis:  9  
LING A101  The Nature of Language (3)  
LING A201  Intermediate Grammar (3)  
ENGL A450  Linguistics and English Language Teaching (3)  

3.  A total of 120 credits is required for the degree, of which 42 credits must be upper division.

**Honors in English**

The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA degree in English (literature, rhetoric, or education option), and, in addition, fulfill the following:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
2. Maintain a GPA of 3.50 in all courses in the English major.
3. Complete 6 credits of the following 400-level topics courses with a grade of A:
   - ENGL A429  Major Authors (3)
   - ENGL A440  Topics in Comparative Literature (3)
   - ENGL A444  Topics in Native Literatures (3)
   - ENGL A490  Topics in Language and Literature (1-3)
   - ENGL A491  Topics in Composition and Rhetoric (3)

4. Complete successfully ENGL A499 (with success defined as an A for the honors thesis).

The honors thesis itself is shaped by these guidelines:

1. A student wishing to undertake an English Honors Thesis should coordinate the process from the beginning with two faculty members (one considered primary, one secondary), one of whom must be a full-time tenure track member of the English department.
2. The secondary faculty member may be from another department with the approval of the primary faculty member. Both faculty members should be involved in the project from early on in the process.
3. The student is responsible for locating the two faculty members and securing their agreement to become involved in the project.
4. The student should meet regularly (about every couple of weeks) with the primary faculty member guiding the thesis to ensure that the project remains on track.

5. The student may well benefit from concurrent enrollment in ENGL A414: Research Writing.

6. The process should begin with a proposal of no more than 1000 words (statement of purpose, preliminary controlling generalization, and outline) along with an annotated bibliography of about ten items. This proposal needs to be approved by both faculty members before the student may go on to write the honors thesis itself.

7. The anticipated length of the project is 7500-10,000 words (exclusive of reference page[s]).

8. The final paper needs to be submitted to the two faculty members by the end of the last week of instruction of the semester during which the student is enrolled in ENGL A499.

9. The project should be undertaken in a student’s senior year.

10. Successful completion of ENGL A499 (with success defined as an A for the honors thesis) may be used to count for three (3) credits towards the seven (7) credit requirement of the University Honors Project.

**Minor, English**

The Department of English offers a minor in English with an emphasis in literature, linguistics, or professional writing. A total of 18 credits is required for the minor.

Students majoring in another subject who wish to minor in English must complete the following requirements.

**Linguistics Emphasis**

1. Complete these required courses (6 credits):
   - LING A101 The Nature of Language (3)
   - LING A201 Intermediate Grammar (3)

2. Complete 12 credits from the following:
   - ANTH A210 Introduction to Linguistic Anthropology (3)
   - ANTH A361 Language and Culture (3)
   - ENGL A450 Linguistics and English Language Teaching (3)
   - ENGL A475 Modern Grammar (3)
   - ENGL A476 History of English Language (3)
   - ENGL A487 Standard Written English (3)
   - ENGL A490 Topics in Language and Literature (1-3)*

   *Counts for Linguistics Minor only when focus is on language.

**Literature Emphasis**

- ENGL A201 Masterpieces of World Literature I (3)
- ENGL A202 Masterpieces of World Literature II (3)
- ENGL A351 Poetry (3)
- ENGL A424 Shakespeare (3)
- ENGL A435 History of Criticism (3)
- Upper division English elective (3)

**Professional Writing Emphasis**

One of the following: (3)
- ENGL A212 Technical Writing (3)
- ENGL A213 Writing in the Social and Natural Sciences (3)
- ENGL A214 Persuasive Writing (3)

Two of the following: (6)
ENGL A311  Advanced Composition (3)
ENGL A312  Advanced Technical Writing (3)
ENGL A313  Professional Writing (3)

One of the following:  
ENGL A414  Research Writing (3)
ENGL A495  Internship in Professional Writing (1-6)

And both of the following:  
ENGL 433  Literacy, Rhetoric, and Social Practice  3
Upper division elective approved by the English Department  3

**Minor, Creative Writing and Literary Arts**

Students who wish to minor in Creative Writing and Literary Arts must complete the following requirements:

1. CWLA A260  Introduction to Creative Writing  3

2. One of the following:  3
   - CWLA A352  Writers' Workshop: Poetry (3)
   - CWLA A362  Writers' Workshop: Fiction (3)
   - CWLA A372  Writers' Workshop: Nonfiction (3)
   - CWLA A382  Writers' Workshop: Drama and Screenwriting (3)

3. One of the following:  3
   - ENGL A351  Poetry (3)
   - ENGL A361  The Novel (3)
   - ENGL A363  Short Story (3)
   - ENGL A371  Narrative Nonfiction (3)
   - ENGL A381  Drama (3)
   - ENGL A383  Film Interpretation (3)

4. One 300- or 400-level literature course.  3

5. One of the following:  3
   - CWLA A452  Advanced Writers' Workshop: Poetry (3)
   - CWLA A462  Advanced Writers' Workshop: Fiction (3)
   - CWLA A472  Advanced Writers' Workshop: Nonfiction (3)
   - CWLA A482  Advanced Writers' Workshop: Drama and Screenwriting (3)

6. One 300- or 400-level workshop (in a different genre) or one of the following:  3
   - CWLA A259  Short Format Introduction to Creative Writing (repeatable twice with a change in subtitle) (1-3)
   - CWLA A260  Introduction to Creative Writing (repeatable once) (3)
   - ENGL A495  Internship in Professional Writing (1-6)

7. A total of 18 credits is required for the minor.
FACULTY

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Description

The programs offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum includes courses in composition, rhetoric, literature, linguistics, and critical-thinking strategies. The Department also supervises the First-Year Composition Program, which fulfills the university’s General Education Requirement in written communication.

The programs offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum includes courses in composition, rhetoric, literature, linguistics, and critical-thinking strategies. The composition program provides courses that fulfill the university’s General Education Requirement in written communication. More advanced writing courses offer opportunities for students to develop skills in electronic communication, disciplinary writing, professional writing, and research.

Students who major in English choose one of three options: literature, rhetoric and language, or education. The literature option focuses on significant examples of literature from different periods and genres, as well as the social and cultural forces that shape them. The rhetoric and language option focuses on rhetorical strategies and techniques of composition, emphasizing historical and theoretical perspectives in contemporary settings. The education option prepares students for teaching literature and writing at the middle-school and secondary levels, as well as for admission to UAA’s Master of Arts in Teaching program.

The English Department’s mission is to prepare students to succeed in an increasingly diverse world. The Department is devoted to an innovative curriculum that encourages lifelong learning, critical thinking, and effective writing. We teach students to see textual work as an engagement with history, conversation, culture, and place so that they can participate responsibly in a changing regional and challenging global environment. In particular, the Department is concerned with Alaskan cultures, the North Pacific Rim environment, and the intersection of networked technologies and forms of textuality. At the undergraduate and graduate levels, the English Department also strives to familiarize students with a full range of literacies – written, digital, and visual – so that they may become active and well-equipped citizens.

To address this mission, the Department offers three emphases in the undergraduate major: literature, rhetoric and language, and secondary education.

- The Literature option focuses on significant examples of literature from different places, periods, and genres as well as the social and geopolitical forces that shape them.
- The Rhetoric and Language option focuses on rhetorical strategies and techniques of composition, emphasizing historical, theoretical, and linguistic perspectives.
- The Education option prepares students for teaching literature and writing at the middle and high school levels as well as for admission to UAA’s Master of Arts in Teaching program.

The Department also provides a variety of minors (Literature, Linguistics, Professional Writing, and Creative Writing and Literary Arts). The Literature minor enhances the experience of students majoring in other subjects by providing a study of significant authors and literary works as well as by developing skills in writing and critical analysis. The Professional Writing minor prepares students to interpret and present complex information in a readable form to various audiences using a variety of media. The Linguistics minor is designed for non-English majors who wish to build a foundation in linguistic studies for complementary majors, such as Anthropology and Languages, and for those who are interested in the study and teaching of languages. The Creative Writing and Literary Arts minor allows students to explore the crafts of fiction, literary nonfiction, poetry and dramatic writing in an intensive series of workshops taught by active writers in the genres.

All three options prepare majors to conduct research in the discipline and to write for a variety of purposes and audiences. In addition, all three options offer the opportunity to earn honors in English.

The Literature minor enhances the experience of students majoring in other subjects by providing a study of significant authors and literary works, as well as by developing skills in writing and critical analysis.
The Professional Writing minor prepares students to interpret and present complex information in a readable form to various audiences using a variety of media, including written words, illustrations, digital multimedia, online help systems, websites, and video. The minor develops strong language, visual, and analytical skills, as well as aptitude for technical information, particularly in the industry in which students plan to work: computer science, engineering, medicine, aerospace, or business.

The Linguistics minor is designed for non-English majors who wish to build a foundation in linguistic studies for complementary majors, such as Anthropology and Languages, and for those who are interested in the study and teaching of languages. The minor includes two introductory courses and four elective courses which are offered through the Anthropology and English departments. Most courses emphasize the structure of the English language.

Outcomes

All options prepare majors to conduct research in the discipline and to write for a variety of purposes and audiences. In addition, each option offers the opportunity to earn honors in English. The specific educational outcomes that support the undergraduate program objectives are to produce graduates who are able to:

- Read closely,
- Interpret texts analytically,
- Conduct research effectively,
- Weigh evidence critically, and to
- Write coherently

For information on English placement tests, transfer credits, petition procedures, or special registration, contact the English Department.

Honors in English

The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. Honors in English may be coordinated with the UAA Honors Program. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA degree in English (literature, rhetoric, or education options)

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
2. Maintain a GPA of 3.50 in all courses in the English major.
3. Complete 6 credits of the following 400 level topics courses with a grade of A:
   - ENGL A403 Topics in Autobiography (3)
   - ENGL A404 Topics in Women’s Literature (3)
   - ENGL A470 Major Authors (3)
   - ENGL A440 Topics in Comparative Literature (3)
   - ENGL A411 Topics in Native Literature (3)
   - ENGL A490 Topics in Language and Literature (1-3)
   - ENGL A491 Topics in Composition and Rhetoric (3)
4. Complete ENGL A499 English Honors Thesis, with a grade of A, in the judgment of two faculty readers. The thesis must be completed under the guidance of a member of the English faculty and should be 30-40 pages in length. Students are encouraged to enroll concurrently in ENGL A411 Research Writing.

Bachelor of Arts, English

Admission Requirements

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of Chapter 7, Academic Standards and Regulations.

Graduation Requirements

Students must complete the following graduation requirements:
A. General University Requirements
Complete the General University Requirements for Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements
Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements
Complete the College of Arts and Sciences requirements listed at the beginning of the CAS section.

D. Major Requirements
Students working toward a degree in English may choose from three options: literature, rhetoric and language, or education.

1. Complete the following core courses (158 credits):
   - ENGL A201 Masterpieces of World Literature I 3
   - ENGL A202 Masterpieces of World Literature II 3
   - ENGL A351 Poetry 3
   - ENGL A432 Literacy, Rhetoric, and Social Practice 3
   - ENGL A434 History of Rhetoric 3
   - ENGL A435 History of Criticism 3
   - ENGL A476 History of English Language 3

2. Complete one of the following options:
   **Literature Option (24 credits)**
   Complete 3 credits from national literature:
   - ENGL A301 Literature of Britain I (3)
   - ENGL A302 Literature of Britain II (3)
   - ENGL A305 National Literatures in English (3)
   - ENGL A306 Literature of the United States I (3)
   - ENGL A307 Literature of the United States II (3)

   Complete 3 credits from one period and 6 from the other period:
   **Early**
   - ENGL A310 Ancient Literature (3)
   - ENGL A315 Survey of Medieval Literature (3)
   - ENGL A320 Renaissance Literature (3)
   - ENGL A325 Neoclassical Literature (3)

   **Middle**
   - ENGL A325 Neoclassical Literature (3)
   - ENGL A320 Literature of Romanticism (3)
   - ENGL A340 The Victorian Period (3)

   **Late**
   - ENGL A330 Literature of Romanticism (3)
   - ENGL A340 The Victorian Period (3)
   - ENGL A343 Modern and Contemporary Literature (3)
   - ENGL A440 Topics in Comparative Literature (3)

   Complete 3 credits from genre: 3
ENGL A361 The Novel (3)
ENGL A363 Short Story (3)
ENGL A371 Narrative Nonfiction (3)
ENGL A381 Drama (3)
ENGL A383 Film Interpretation (3)
ENGL A391 Genres of Subject and Theme (3)

Complete 6 credits from specialized studies: 6
ENGL A424 Shakespeare (3)
and one of the following:
ENGL A403 Topics in Autobiography (3)
ENGL A404 Topics in Women's Literatures (3)
ENGL A409 Texts of Subcultures and Regions (3)
ENGL A429 Major Authors (3)
ENGL A444 Topics in Native Literatures (3)
ENGL A445 Alaska Native Literatures (3)

Complete 3 credits upper division English or Creative Writing and Literary Arts elective: 3

Rhetoric and Language Option (24 credits)

Complete 6 credits from nature of language:
LING A101 The Nature of Language 3
LING A201 Intermediate Grammar 3

Complete 6 credits from advanced composition: 6
ENGL A311 Advanced Composition (3)
ENGL A312 Advanced Technical Writing (3)
ENGL A313 Professional Writing (3)
ENGL A414 Research Writing (3)

Complete 3 credits from applied linguistics: 3
ENGL A450 Linguistics and English Language Teaching (3)
ENGL A487 Standard Written English (3)
ENGL A495 Internship in Professional Writing (1-6)

Complete 3 credits from rhetoric and language theory: 3
ENGL A475 Modern Grammar (3)
ENGL A476 History of English Language (2)
ENGL A478 Public Science Writing (3)
ENGL A491 Topics in Composition and Rhetoric (3)

Complete 6 credits upper division elective: 6
One upper division Rhetoric course (3) 3
One upper division English or Creative Writing and Literary Arts elective (3) 3

Education Option (24 credits)

Complete 12 credits from reading & literature: 12
ENGL A424 Shakespeare (3)
and one of the following: 3
ENGL A361 The Novel (3)

Education Option (24 credits)

Complete 12 credits from reading & literature: 12
ENGL A424 Shakespeare (3)
and one of the following: 3
ENGL A361 The Novel (3)
ENGL A363  Short Story (3)
ENGL A371  Narrative Nonfiction (3)
ENGL A381  Drama* (3)
ENGL A383  Film Interpretation* (3)
ENGL A391  Genres of Subject and Theme (3)
and one of the following: 2
ENGL A306  Literature of the United States I (3)
ENGL A307  Literature of the United States II (3)
and one of the following: 2
ENGL A305  National Literatures in English (3)
ENGL A343  Modern and Contemporary Literature (3)
ENGL A440  Topics in Comparative Literature (3)
ENGL A444  Topics in Native Literatures (3)
ENGL A445  Alaska Native Literatures (3)
Complete 3 credits from language & composition: 3
ENGL A311  Advanced Composition (3)
ENGL A312  Advanced Technical Writing (3)
ENGL A313  Professional Writing (3)
ENGL A414  Research Writing (3)
ENGL A491  Topics in Composition and Rhetoric (3)
Complete 9 credits from language development & analysis: 9
LING A101  The Nature of Language (3)
LING A201  Intermediate Grammar (3)
ENGL A450  Linguistics and English Language Teaching (3)
and one of the following: 3
ENGL A475  Modern Grammar (3)
ENGL A476  History of English Language (2)
ENGL A487  Standard Written English (3)
*Recommended course
3. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

**Honors in English**
The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. Honors in English may be coordinated with the UAA Honors Program. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA degree in English (literature, rhetoric, or education option),
1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations,
2. Maintain a GPA of 3.50 in all courses in the English major,
3. Complete 6 credits of the following 400-level topic courses with a grade of A:
ENGL A403  Topics in Autobiography (3)
ENGL A404  Topics in Women's Literature (3)
ENGL A429  Major Authors (3)
ENGL A440  Topics in Comparative Literature (3)
ENGL A444  Topics in Native Literatures (3)
ENGL A450  Topics in Language and Literature (1-3)
ENGL A491  Topics in Composition and Rhetoric (3)
Honors in English

The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA degree in English (literature, rhetoric, or education option) and, in addition, fulfill the following:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
2. Maintain a GPA of 3.50 in all courses in the English major.
3. Complete 6 credits of the following 400-level topics courses with a grade of A:
   - ENGL A429 Major Authors (3)
   - ENGL A440 Topics in Comparative Literature (3)
   - ENGL A444 Topics in Native Literatures (3)
   - ENGL A490 Topics in Language and Literature (1-3)
   - ENGL A491 Topics in Composition and Rhetoric (3)
4. Complete successfully ENGL A499 (with success defined as an A for the honors thesis).

The honors thesis itself is shaped by these guidelines:
1. A student wishing to undertake an English Honors Thesis should coordinate the process from the beginning with two faculty members (one considered primary, one secondary), one of whom must be a full-time tenure track member of the English department.
2. The secondary faculty member may be from another department with the approval of the primary faculty member. Both faculty members should be involved in the project from early on in the process.
3. The student is responsible for locating the two faculty members and securing their agreement to become involved in the project.
4. The student should meet regularly (about every couple of weeks) with the primary faculty member guiding the thesis to ensure that the project remains on track.
5. The student may well benefit from concurrent enrollment in ENGL A414: Research Writing.
6. The process should begin with a proposal of no more than 1000 words (statement of purpose, preliminary controlling generalization, and outline) along with an annotated bibliography of about ten items. This proposal needs to be approved by both faculty members before the student may go on to write the honors thesis itself.
7. The anticipated length of the project is 7500-10000 words (exclusive of reference page(s)).
8. The final paper needs to be submitted to the two faculty members by the end of the last week of instruction of the semester during which the student is enrolled in ENGL A499.
9. The project should be undertaken in a student's senior year.
10. Successful completion of ENGL A499 (with success defined as an A for the honors thesis) may be used to count for three (3) credits towards the seven (7) credit requirement of the University Honors Project.

Minor, English

The Department of English offers a minor in English with an emphasis in literature, linguistics, or professional writing. A total of 18 credits is required for the minor.

Students majoring in another subject who wish to minor in English must complete the following requirements.

Linguistics Emphasis
1. Complete these required courses (6 credits):
   - LING A101 The Nature of Language (3)
   - LING A201 Intermediate Grammar (3)
2. Complete 12 credits from the following:  
   ANTH A210 Introduction to Linguistic Anthropology (3)  
   ANTH A361 Language and Culture (3)  
   ENGL A450 Linguistics and English Language Teaching (3)  
   ENGL A475 Modern Grammar (3)  
   ENGL A476 History of English Language (3)  
   ENGL A487 Standard Written English (3)  
   ENGL A490 Topics in Language and Literature (1-3)*  
   *Counts for Linguistics Minor only when focus is on language.

**Literature Emphasis**

ENGL A201 Masterpieces of World Literature I (3)  
ENGL A202 Masterpieces of World Literature II (3)  
ENGL A351 Poetry (3)  
ENGL A424 Shakespeare (3)  
ENGL A435 History of Criticism (3)  
Upper division English elective (3)

**Professional Writing Emphasis**

One of the following: (3)
   ENGL A212 Technical Writing (3)  
   ENGL A213 Writing in the Social and Natural Sciences (3)  
   ENGL A214 Persuasive Writing (3)  

Two of the following: (6)
   ENGL A311 Advanced Composition (3)  
   ENGL A312 Advanced Technical Writing (3)  
   ENGL A313 Professional Writing (3)  

One of the following: (3)
   ENGL A414 Research Writing (3)  
   ENGL A495 Internship in Professional Writing (1-6)  

And both of the following: (3)
   ENGL A434 History of Rhetoric  
   Upper division elective approved by the English Department

**Minor, Creative Writing and Literary Arts**

Students who wish to minor in Creative Writing and Literary Arts must complete the following requirements:

1. CWLA A260 Introduction to Creative Writing (3)  
2. One of the following: (3)
   CWLA A352 Writers’ Workshop: Poetry (3)  
   CWLA A362 Writers’ Workshop: Fiction (3)  
   CWLA A372 Writers’ Workshop: Nonfiction (3)  
   CWLA A382 Writers’ Workshop: Drama and Screenwriting (3)  
3. One of the following: (3)
ENGL A351 Poetry (3)
ENGL A361 The Novel (3)
ENGL A363 Short Story (3)
ENGL A371 Narrative Nonfiction (3)
ENGL A381 Drama (3)
ENGL A383 Film Interpretation (3)

4. One 300- or 400-level literature course. 3

5. One of the following: 3
   CWLA A452 Advanced Writers’ Workshop: Poetry (3)
   CWLA A462 Advanced Writers’ Workshop: Fiction (3)
   CWLA A472 Advanced Writers’ Workshop: Nonfiction (3)
   CWLA A482 Advanced Writers’ Workshop: Drama and Screenwriting (3)

6. One 300- or 400-level workshop (in a different genre) or one of the following: 3
   CWLA A259 Short Format Introduction to Creative Writing (repeatable twice with a change in subtitle) (1-3)
   CWLA A260 Introduction to Creative Writing (repeatable once) (3)
   ENGL A495 Internship in Professional Writing (1-6)

7. A total of 18 credits is required for the minor.

FACULTY
Angela Andersen, Term Instructor, AFASA1@uaa.alaska.edu
Aisha Barnes, Term Instructor, abarnes@AFASA1@uaa.alaska.edu
David Bowie, Assistant Professor, dbowie@AFASA1@uaa.alaska.edu
Jeane Breinig, Associate Professor, jmbreinig@AFASA1@uaa.alaska.edu
Jacqueline Cason, Assistant Professor, jccason@AFASA1@uaa.alaska.edu
Robin Crittenden, Term Instructor, nocriftenden@AFASA1@uaa.alaska.edu
Robert Crossman, Professor, rcrossman@AFASA1@uaa.alaska.edu
Suzanne Forster, Professor, umforster@AFASA1@uaa.alaska.edu
Patricia Jenkins, Associate Professor, pmjenkins@AFASA1@uaa.alaska.edu
Daniel Kline, Professor, dtkline@AFASA1@uaa.alaska.edu
Patricia Linton, Professor, pmli@AFASA1@uaa.alaska.edu
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Gabrielle Raffuse, Assistant of English, grraffuse@uaa.alaska.edu
Jennifer Stone, Associate Professor, jstone@AFASA1@uaa.alaska.edu
Claudia Wallingford, Term Instructor, cwallingford@AFASA1@uaa.alaska.edu
Toby Widdicombe, Professor, twiddicombe@AFASA1@uaa.alaska.edu
1a. School or College  
CH College of Health  
1b. Division  
AJUS Division of Justice  
1c. Department  
Justice Center

<table>
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<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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6. Complete Course Title  
Introduction to Research Methods in Justice  
Intro to Research Methods Just  
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  ☐ Grading Basis  ☐ Title  ☒ Repeat Status  ☒ Cross-Listed/Stacked  ☐ Course Description  ☐ Co-requisites  ☐ Test Score Prerequisites  ☐ Registration Restrictions  ☐ Other Restrictions

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
From: Spring/2013  To: /9999

12. ☐ Cross Listed with  N/A

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.aaa.alaska.edu/governance.

<table>
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<th>Catalog Page(s) Impacted</th>
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Initiator Name (typed): Marny Rivera  
Initiator Signed Initials: _________  Date:________________

13b. Coordination Email  
Date: 2/13/12  
submitted to Faculty Listserv: (uaa-faculty@lists.aaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 2/20/12

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

15. Course Description (suggested length 20 to 50 words)  
Introduces social science research methods used in Justice studies, including explication of the scientific method, experimental and quasi-experimental designs, sampling, data collection methods, and analytical strategies.

16a. Course Prerequisite(s) (list prefix and number)  
N/A

16b. Test Score(s)  
N/A

16c. Co-requisite(s) (concurrent enrollment required)  
N/A

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16e. Registration Restriction(s) (non-codable)  
N/A

17. ☐ Mark if course has fees  
18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This change coincides with the overall restructuring of the Justice curriculum.

Initiator (faculty only)  
Date  
Marny Rivera  
Initiator (TYPE NAME)

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

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Board Chairperson  Date

☐ Approved  ☐ Disapproved  
Provost or Designee  Date
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<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted</th>
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<td>Course Impacts examples: prerequisite, corequisite, recommended</td>
<td>requirement</td>
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<td>3/19/12 Andre Rosa</td>
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<td>JUST A332</td>
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<td>3/19/12 Andre Rosa</td>
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<td>JUST A401</td>
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<td>JUST A488</td>
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<td>3/19/12 Andre Rosa</td>
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</table>
I. Date of Initiation: March 2012

II. Curriculum Action Request
   A. School: College of Health
   B. Course Subject: JUST
   C. Course Number: A200
   D. Number of Credits: 3
   E. Contact Hours: 3+0
   F. Course Program: Bachelor of Arts, Justice
   G. Course Title: Introduction to Research Methods in Justice
   H. Grading Basis: A-F
   I. Implementation Date: Spring/2013
   J. Cross-listed/Stacked: N/A
   K. Course Description: Introduces social science research methods used in Justice studies, including explication of the scientific method, experimental and quasi-experimental designs, sampling, data collection methods, and analytical strategies.

   L. Course Prerequisites: N/A
   M. Course Co-requisites: N/A
   N. Other Restrictions: N/A
   O. Registration Restrictions: N/A
   P. Course Fees: No
   Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
   A. The instructor will:
      1. Explicate the scientific method and describe how the scientific method is used in Justice research.
      2. Introduce students to ethical guidelines that protect human research participants.
      3. Review probability and non-probability sampling methods for collection of Justice data.
      4. Examine various data collection methods (surveys, experiments, qualitative research, and evaluations).
      5. Provide examples of sampling and data collection methods from Justice research.
      6. Describe when various analytic strategies are appropriate for categorical and continuous data.
      7. Provide assignments where students practice basic research skills (i.e., reviewing scholarly justice literature, sampling, data analysis, etc.).
B. 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>1. Describe how the scientific method is a vehicle for “knowing” and differentiate the scientific method from other epistemologies.</td>
<td>Examinations.</td>
</tr>
<tr>
<td>2. List and discuss principals of ethical research practices involving human participants.</td>
<td>Examinations.</td>
</tr>
<tr>
<td>3. Demonstrate how conceptualization and operationalization are used in the measurement of social phenomena.</td>
<td>Examinations.</td>
</tr>
<tr>
<td>4. Explain how research studies using surveys, experiments, evaluations, and qualitative research methods are designed to achieve valid and reliable results.</td>
<td>Examinations, out of class exercises.</td>
</tr>
<tr>
<td>5. Identify and describe the quantitative analytic strategies available to researchers depending on the level of measurement employed.</td>
<td>Examinations, out of class exercises.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
The course is designed to provide a foundation in science and research design issues common in Justice research that will promote critical review of disciplinary literature. This course is offered at the 200 level and serves as a prerequisite for several other upper division Justice courses, because the course content is designed to assist students’ understanding of justice research studies and results that they will critically review in upper division courses.

V. Topical Course Outline
1. Contrast science as a means of knowing with other epistemologies (authority, intuition, and logic)
2. Measurement
   2.1. Conceptualization
   2.2. Reliability and validity
   2.3. Levels of measurement
3. Research ethics
   3.1. Importance of ethics in protecting human research participants
   3.2. Code of ethics
   3.3. Enforcing ethical standards
4. Research methods and designs commonly used in Justice research
   4.1. Surveys
   4.2. Experiments
4.3. Qualitative research
4.4. Evaluation
5. Introduction to sampling
   5.1. Purpose of sampling
   5.2. Types of probability and non-probability sampling methods
   5.3. Inferring from samples to the population
6. Survey research method
   6.1. Constructing questionnaires
   6.2. Strengths and weaknesses of survey administration methods (mail, group, in-person, telephone, and internet)
7. Experimental research designs in social settings
   7.1. Elements of causality
   7.2. Experimental and quasi-experimental designs
   7.3. Threats to internal validity
8. Qualitative research methods
   8.1. Participant observation
   8.2. Intensive interviews
   8.3. Focus groups
9. Evaluation research
   9.1. Needs assessment
   9.2. Process evaluation
   9.3. Impact analysis
   9.4. Efficiency analysis
10. Measuring crime
    10.1. Uniform Crime Reports
    10.2. National Crime Victimization Survey
11. Analytical strategies
    11.1. Univariate statistics
    11.2. Bivariate statistics
    11.3. Inferential statistics

VI. Suggested Texts


VII. Bibliography


*denotes classic/seminal text
1a. School or College  
CH College of Health  

1b. Division  
AJUS Division of Justice  

1c. Department  
Justice Center  

2. Course Prefix  
JUST  

3. Course Number  
A201  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3  

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

6. Complete Course Title  
Justice Data Analysis  

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  ☫ Course Number  ☐ Contact Hours  ☐ Repeat Status  
☐ Title  ☐ Grading Basis  ☐ Cross-Listed/Stacked  
☐ Course Description  ☐ Course Prerequisites  ☐ Co-requisites  
☐ Test Score Prerequisites  ☐ Registration Restrictions  
☐ Other Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major  
☒ Other Update CCG (please specify)  

9. Repeat Status No  # of Repeats  Max Credits  

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

11. Implementation Date  
semester/year  
From:  Spring/2013  To:  /9999  

12. ☐ Cross Listed with  N/A  
☒ Stacked with  N/A  

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.  

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Initiator Name (typed): Allan Barnes  
Initiator Signed Initials: _________  Date:________________  

13b. Coordination Email  Date: 2/13/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  Date: 2/20/2012  

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

15. Course Description (suggested length 20 to 50 words)  
Introduces students to descriptive statistical analysis and presentation of crime and justice data. Topics include measures of central tendency, dispersion, hypothesis testing, and statistical significance. Data presentations focus on the production and interpretation of tables and graphs to impact justice policy and practice.  

16a. Course Prerequisite(s) (list prefix and number)  
N/A  

16b. Test Score(s)  
N/A  

16c. Co-requisite(s) (concurrent enrollment required)  
N/A  

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16e. Registration Restriction(s) (non-codable)  
N/A  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Elimination of the JUST A110 prerequisite will allow students to complete JUST A200 and JUST A201 in their freshman year. This will improve retention and keep students on track for graduation.  

Initiator (faculty only)  
Allan Barnes  
Initiator TYPE NAME  

Initiator (faculty only)  Date  
Approved  ☐  Disapproved  ☐  Dean/Director of School/College  Date  
Approved  ☐  Disapproved  ☐  Undergraduate/Graduate Academic  Date  
Approved  ☐  Disapproved  ☐  Board Chairperson  Date  
Approved  ☐  Disapproved  ☐  Provost or Designee  Date  

Department Chairperson  Date  
Approved  ☐  Disapproved  ☐  Undergraduate/Graduate Academic  Date  
Approved  ☐  Disapproved  ☐  Board Chairperson  Date  
Approved  ☐  Disapproved  ☐  Provost or Designee  Date  

Curriculum Committee Chairperson  Date  
Approved  ☐  Disapproved  ☐  Undergraduate/Graduate Academic  Date  
Approved  ☐  Disapproved  ☐  Board Chairperson  Date  
Approved  ☐  Disapproved  ☐  Provost or Designee  Date  

46
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I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A201
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Justice Data Analysis
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed/Stacked: N/A
K. Course Description: Introduces students to descriptive statistical analysis and presentation of crime and justice data. Topics include measures of central tendency, dispersion, hypothesis testing, and statistical significance. Data presentations focus on the production and interpretation of tables and graphs to impact justice policy and practice.
L. Course Prerequisites: N/A
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: No
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Explain the purposes, foundational principles, and limitations of descriptive data analysis.
   2. Demonstrate statistical calculations with justice data.
   3. Demonstrate methods of graphical display and representation of justice data.
   4. Outline core statistical concepts and principles.
   5. Present software packages for statistical analysis and presentation commonly used in criminal justice and criminology.

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

<table>
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<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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<tr>
<td><strong>Student Learning Outcomes</strong></td>
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<tr>
<td>1. Translate theoretical concepts into researchable questions and specific empirical measures.</td>
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<td>In-class and take-home assignments, examinations.</td>
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<tr>
<td>4.</td>
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IV. **Course Level Justification**

*Justice Data Analysis* is designed to provide students with a foundation in descriptive quantitative data analysis and data presentation with crime and justice data. As a lower-division offering, this course is designed to provide students with the analytic skills necessary for the successful completion of upper-division coursework in Justice.

V. **Topical Course Outline**

1. Statistics as a research tool
   1.1. Purpose of statistical analysis
   1.2. Principles of statistical analysis
   1.3. Use of statistics in criminal justice research
2. Principles of measurement
   2.1. Classification
   2.2. Overview of levels of measurement
   2.3. Determination of an appropriate level of measurement
3. Introduction to the use of statistical software
   3.1. Software graphical user interface (GUI)
   3.2. Statistical commands, command language
   3.3. Syntax files
4. Introduction to distributions
   4.1. Calculating frequencies
   4.2. Tabular and graphical representations and displays of univariate data
5. Measures of central tendency
6. Measuring dispersion
   6.1. Measures of dispersion for different levels of measurement
   6.2. Focus on variance and standard deviation
7. Introduction to statistical inference
   7.1. Logic of hypothesis testing
   7.2. Introduction to the binomial distribution
   7.3. Introduction to chi-square distribution
   7.4. Defining the significance level of a test
   7.5. Critical values, rejection regions, and decisions
8. Normal distribution
8.1. One-sample tests (z-test, t-test)
8.2. Two sample $t$-test (independent, dependent samples)
8.3. Introduction to analysis of variance
9. Introduction to presentation software

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>CH College of Health</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST</td>
<td>A334</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

#### Complete Course Title

**Police & Society**

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Type of Course Options

- Academic
- Preparatory/Development
- Non-credit
- CEU
- Professional Development

#### Type of Action Options

- Add
- Change
- Delete

#### Course Description

Provides a foundation in American policing. Examines the history, social organization, institutional contradictions, and contemporary challenges of the police in the United States. Special emphasis given to the use of empirical research methods to advance our understanding of policing.

#### Course Prerequisite(s)

(JUST A110 and JUST A200 and JUST A201) with a minimum grade of D.

#### Test Score(s)

N/A

#### Co-requisite(s)

N/A

#### Other Restriction(s)

- College
- Major
- Class
- Level

#### Registration Restriction(s)

N/A

#### Mark if course has fees

- Yes
- No

#### Mark if course is a selected topic course

- Yes
- No

#### General Education Requirement

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

#### Course Prerequisite(s) (list prefix and number)

(JUST A110 and JUST A200 and JUST A201)

#### Test Score(s)

N/A

#### Co-requisite(s) (concurrent enrollment required)

N/A

### Initiation and Approval

- **Initiator Name (typical):**
- **Initiator Signed Initials:**
- **Date:**

- **Coordination Email Date:** 2/13/2012

- **Coordination with Library Liaison Date:** 2/20/2012

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

- **Coordinate Course Description (suggested length 20 to 50 words):**

- **Course Description:**

- **Course Prerequisite(s):**
  - JUST A110 and JUST A200 and JUST A201

- **Test Score(s):**
  - N/A

- **Co-requisite(s):**
  - N/A

- **Mark if course has fees:**
  - Yes
  - No

- **Mark if course is a selected topic course:**
  - Yes
  - No

- **Justification for Action:**
  - This change coincides with the overall restructuring of the Justice curriculum.
  - Brad A. Myrstol
  - Initator (faculty only)

- **Approved**
- **Disapproved**

### Approval Process

- **Dean/Director of School/College**
- **Department Chairperson**
- **Curriculum Committee Chairperson**

- **Provost or Designee**

**Date**
I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A334
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Police & Society
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed/Stacked: N/A
K. Course Description: Provides a foundation in American policing. Examines the history, social organization, institutional contradictions, and contemporary challenges of the police in the United States. Special emphasis given to the use of empirical research methods to advance our understanding of policing.

L. Course Prerequisites: (JUST A110 and JUST A200 and JUST A201) with a minimum grade of D.

M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: No
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Explain the function and role of police in contemporary American society.
   2. Introduce key theoretical concepts and issues in police research.
   3. Emphasize the importance of empirical research for understanding the nature and consequences of police work, as well as the development of evidence-based practice.
   4. Present an overview and critique of methodology used in empirical studies of policing.
   5. Provide an overview of contemporary issues and challenges facing American policing in general, and Alaskan policing more specifically.
B. 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>1. Evaluate the function and role of police in democratic, multicultural societies.</td>
<td>Examinations, writing assignments, in-class discussion.</td>
</tr>
<tr>
<td>2. Discuss the historical development of policing in the United States and other Western industrialized nations.</td>
<td>Examinations, writing assignments, in-class discussion.</td>
</tr>
<tr>
<td>3. Analyze the formal structure, culture and composition of police organizations.</td>
<td>Examinations, writing assignments.</td>
</tr>
<tr>
<td>4. Examine the link between empirical research and police policy and practice.</td>
<td>Examinations, writing assignments, in-class discussion.</td>
</tr>
<tr>
<td>5. Detail and explain the nature of discretionary decision-making within police work, and its implications for police practice and reform.</td>
<td>Examinations, writing assignments, in-class discussion.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
JUST A334 Police & Society builds on the conceptual foundation laid in JUST A110 as well as the methodological and analytical foundations provided in JUST A200 and JUST A201. As an upper-division offering, this course is also designed to advance the critical thinking and writing skills of students by building upon the abilities students have already developed in the university’s core curriculum and other substantive coursework.

V. Topical Course Outline
1. Brief history of policing
   1.1. The function of police
   1.2. The police as an institution of social control
   1.3. The development of policing in the United States
2. Police in contemporary American society
   2.1. The contours of contemporary American policing
   2.2. Police organizations: structure and form
   2.3. Entering police work/police socialization
   2.4. Police culture: its causes and consequences
3. The empirical reality of policing
   3.1. Urban patrol work
   3.2. Policing indigenous/marginalized communities
   3.3. Rural/small-town policing
   3.4. Policing crime
4. Issues and controversies
4.1. Innovations in policing
4.2. Police misconduct
4.3. Policing a multicultural society
4.4. Police-community relations
5. The future of American policing
5.1. Policing a democratic society
5.2. Technological developments
5.3. Careers in policing
5.4. Police research and police practice

VI. Suggested Texts


VII. Bibliography


* Classic text
** Most recent version of text
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CH College of Health

1b. Division
AJUS Division of Justice

1c. Department
Justice Center

2. Course Prefix
JUST

3. Course Number
A360

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

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

6. Complete Course Title
Justice Theory and Policy Analysis

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 ☐ Course Number ☐ Credits ☐ Contact Hours ☐ Repeat Status ☐ Title
☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Co-requisites
☐ Test Score Prerequisites ☐ Other Restrictions ☐ Course Prerequisites
☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major
☒ Other Update CCG (please specify)

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Spring/2013 To: __/9999

12. Cross Listed with
☐ N/A

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts, Justice</td>
<td>157-158</td>
<td>2/13/12</td>
<td>Andre Rosay</td>
</tr>
<tr>
<td>JUST A460</td>
<td>427</td>
<td>2/13/12</td>
<td>Andre Rosay</td>
</tr>
<tr>
<td>JUST A463</td>
<td>427</td>
<td>2/13/12</td>
<td>Andre Rosay</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Ronald Everett
Initiator Signed Initials: _________ Date: __________

13b. Coordination Email
Date: 2/13/2012
submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

13c. Coordination with Library Liaison
Date: 2/20/2012

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

15. Course Description (suggested length 20 to 50 words)
Critiques the essential theories underlying the operation of the justice system and analyzes contemporary policies within the framework of justice theory and policy. Analyzes the influence of politics and ideology on the operation of the justice system, and evaluates the role of social science research evidence in formulating evidence-based justice policy.

16a. Course Prerequisite(s) (list prefix and number)
(JUST A110 and JUST A200 and JUST A201 and JUST A251) with a minimum grade of D.

16b. Test Score(s)
N/A

16c. Co-requisite(s) (concurrent enrollment required)
N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)
N/A

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This change coincides with the overall restructuring of the Justice curriculum.

Initiator (faculty only) Ronald Everett
Initiator Signed Initials: _________ Date: __________

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

Approved Disapproved
Provost or Designee Date

57
I. Initiation Date: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A360
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Justice Theory and Policy Analysis
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed: N/A
K. Course Description: Critiques the essential theories underlying the operation of the justice system and analyzes contemporary policies within the framework of justice theory and policy. Analyzes the influence of politics and ideology on the operation of the justice system, and evaluates the role of social science research evidence in formulating evidence-based justice policy.

L. Course Prerequisites: (JUST A110 and JUST A200 and JUST A201 and JUST A251) with a minimum grade of D.
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: No
Q. Course Attribute: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Review different theoretical perspectives on the operation of the justice system.
   2. Explain the process of criminal justice policy formulation and operation.
   3. Discuss the relationship between operation of the criminal justice system and the fundamental ideals of justice.
   4. Illustrate the role of political, ideological, cultural and economic forces on the justice system.
   5. Demonstrate the relationship between criminal justice policy and scientific research evidence, including evidence-based policy and evidence producing policy.
   6. Review alternative criminal justice and crime control policies.
B. 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>1. Compare the different theoretical perspectives explaining the operation of the justice system.</td>
<td>Objective and essay examinations, class discussion, study guide questions of reading.</td>
</tr>
<tr>
<td>2. Analyze the various factors that impact justice system policy formulation.</td>
<td>Objective and essay examinations, class discussion.</td>
</tr>
<tr>
<td>3. Evaluate the relationship between the operation of the justice system and the ideals of justice.</td>
<td>Essay examinations, class discussion, reading study guide questions.</td>
</tr>
<tr>
<td>4. Discuss the principles of evidence-based and evidence producing policy.</td>
<td>Objective and essay examinations, class discussion.</td>
</tr>
<tr>
<td>5. Assess alternative justice and crime control policies.</td>
<td>Objective and essay examinations, class discussion.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course builds on the foundational concepts and knowledge acquired by students in the prerequisite courses JUST A110, JUST A200, JUST A201 and JUST A251. Readings and lectures assume that students have a basic understanding of justice system structure and operation. Students are expected to analyze justice policies and think critically about underlying assumptions, expected outcomes and research evidence.

V. Topical Course Outline
1. Thinking about crime and justice
   1.1. Crime and policy
   1.2. Evidence-based policy
   1.3. Crime in historical and comparative perspective
   1.4. Violence and justice policy
   1.5. Ideology and crime control theology
2. Models of criminal justice
   2.1. Crime Commission systems model
   2.2. Wedding cake model
   2.3. Crime control and due process
3. Evaluating the justice system
   3.1. The going rate
   3.2. The courtroom workgroup
   3.3. Administrative system of justice
   3.4. Reform
   3.5. Mistakes
4. The politics of crime policy
   4.1. Discourse of law and order
   4.2. From the war on poverty to the war on crime
   4.3. From the war on crime to the war on drugs
5. Conservative justice policies
   5.1. The police and crime
   5.2. Innovations in policing
5.3. Eliminate technicalities
5.4. Deterrence based policies
5.5. Incapacitation and sentencing

6. Crime in the media
   6.1. Crime in the news
   6.2. Crime as entertainment
   6.3. Media imagery

7. Crime and public opinion
   7.1. Fear of crime
   7.2. Crime as social problem
   7.3. Popular punitiveness
   7.4. Minority dissent

8. Liberal justice policies
   8.1. Rehabilitating criminals
   8.2. Diversion, probation and parole
   8.3. Intermediate sanctions
   8.4. Legitimacy and compliance
   8.5. Decriminalization

9. Critical justice policies
   9.1. Guns and violence
   9.2. Drugs and crime

10. Justice for all
    10.1. Race, ethnicity and justice
    10.2. Gender and justice
    10.3. Wrongful convictions

11. Alternative justice policies
    11.1. Social investment
    11.2. Harm reduction
    11.3. Alternative sentencing
    11.4. Reintegration
    11.5. Disarmament

12. Making sense of criminal justice
    12.1. Criminal justice and democracy
    12.2. Crime and community
    12.3. Research and justice policy

VI. Suggested Texts


VII. Bibliography


*most recent edition of text
1a. School or College  
CH College of Health  

1b. Division  
AJUS Division of Justice  

1c. Department  
Justice Center  

2. Course Prefix  
JUST  

3. Course Number  
A374  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3  

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

6. Complete Course Title  
The Courts  

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  ☐ Course Number  ☐ Contact Hours  ☐ Title  ☐ Repeat Status  
☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Course Prerequisites  
☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Other Restrictions  ☐ Registration Restrictions  
☐ Class  ☐ Level  ☐ College  ☐ Major  
☐ Other Update CCG (please specify)  

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
semester/year  
From: Spring/2013  
To: /9999  

12. ☐ Cross Listed with  
N/A  

☐ Stacked with  
N/A  

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>
<thead>
<tr>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Cory Lepage  
Initiator Signed Initials: _________  Date:________________  

13b. Coordination Email  
Date: 2/13/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 2/20/2012  

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

15. Course Description (suggested length 20 to 50 words)  
Examine the basic components of the U.S. courts with particular emphasis on case processing through the court system and the roles of court actors. Covers the history as well as the current structure and function of the court system and assesses the gap between the ideals and the realities of court processes and practices.  

16a. Course Prerequisite(s):  
(list prefix and number)  
(JUST A110 and JUST A200 and JUST A201) with a minimum grade of D.  

16b. Test Score(s)  
N/A  

16c. Co-requisite(s):  
(concurrent enrollment required)  
N/A  

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16e. Registration Restriction(s):  
(non-codable)  
N/A  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
This prerequisite change reflects the faculty approved restructuring of course prerequisites.  

Initiator (faculty only): Cory Lepage  
Initiator (TYPE NAME):  

☐ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date:________________  

Department Chairperson  
Date:________________  

Disapproved  ☐ Approved  

Undergraduate/Graduate Academic  
Board Chairperson  
Date:________________  

Approved  ☐ Disapproved  

Provost or Designee  
Date:________________  

Curriculum Committee Chairperson  
Date:________________
I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A374
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: The Courts
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed/Stacked: N/A
K. Course Description: Examines the basic components of the U.S. courts with particular emphasis on case processing through the court system and the roles of court actors. Covers the history as well as the current structure and function of the court system and assesses the gap between the ideals and the realities of court processes and practices.
L. Course Prerequisites: (JUST A110 and JUST A200 and JUST A201) with a minimum grade of D.
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: No
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Describe the historical development of the modern court system with emphasis on the European historical roots.
   2. Review the evolution and the current state of the legal theoretical paradigms.
   3. Present the institutional structure and processes of the American court system.
   4. Identify the actors in the court setting and discuss their authority and roles.
   5. Discuss the differences between theory and practice in the operation of the court system.
B. 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><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>1. Evaluate effect of history on current court policies and practices.</td>
</tr>
<tr>
<td>2. Compare the theoretical paradigms with the current policies and practices in the courts.</td>
</tr>
<tr>
<td>3. Distinguish among the sources, types, and socio-political influences on formation of law and judicial processes.</td>
</tr>
<tr>
<td>4. Categorize the different actors in the court and examine the power differences between those actors.</td>
</tr>
<tr>
<td>5. Review contemporary scholarship on court policies.</td>
</tr>
<tr>
<td>6. Conclude how court policies and procedures have varying effects on different segments of the population.</td>
</tr>
</tbody>
</table>

IV. **Course Level Justification**
The *Courts* builds upon previous justice course work that is presented in JUST A110, the methodological course work presented in JUST A200, and the statistical course work presented in JUST A201. The course provides an in-depth coverage of the empirical and methodological issues present in the study of the courts.

V. **Topical Course Outline**
1. Historical roots and evolution of legal systems
   1.1. Medieval legal systems
   1.2. European legal systems
   1.3. American legal systems
2. Nature of law
   2.1. Definition of law
   2.2. Law and judicial function
3. Sources of law
   3.1. Natural law
   3.2. Common law
   3.3. Statutes
   3.4. Constitutional rights
   3.5. The Bill of Rights
4. Legal systems
   4.1. Civil law
   4.2. Criminal law
5. Theories of law
   5.1. Classical theories
5.2. Contemporary theories

6. Court organization and structure
   6.1. Federal courts
   6.2. State courts
   6.3. Local courts
   6.4. Tribal courts
   6.5. Overview of case-flow and processing

7. Authority and power of the actors in the courtroom workgroup
   7.1. Power of the prosecutor and ethical issues
   7.2. Limits on power of defense and ethical guidelines
   7.3. Judicial limits and responsibilities
   7.4. Role of the jury

8. Criminal proceedings and impacts on defendants
   8.1. Pretrial processes
   8.2. The trial proceedings
   8.3. Sentencing
   8.4. The appellate process

9. Civil proceedings
   9.1. Nature of civil litigation
   9.2. Civil procedure
   9.3. Alternative dispute resolution

10. Specialized courts
   10.1. History of specialized courts
   10.2. Types of specialized courts

11. Tribal courts
   11.1. Structure and authority
   11.2. Contemporary issues

12. Contemporary problems in:
   12.1. Abuse of prosecutorial discretion
   12.2. Bias in the courtroom
   12.3. Access to justice
   12.4. Judicial/prosecutorial independence

VI. Suggested Texts


VII. Bibliography


* denotes classic/seminal text.
1a. School or College
CH College of Health

1b. Division
AJUS Division of Justice

1c. Department
Justice Center

2. Course Prefix
JUST

3. Course Number
A398

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
1-6

5b. Contact Hours
(Lecture + Lab)
(1-6+3-18)

6. Complete Course Title
Individual Research

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 ☐ Contact Hours ☐ Repeat Status
☒ Course Number ☐ Course Description ☐ Cross-Listed/Stacked
☐ Test Score Prerequisites ☐ Course Prerequisites ☐ Co-requisites
☐ Other Restrictions ☐ Registration Restrictions

9. Repeat Status Yes # of Repeats 2 Max Credits 6

10. Grading Basis ☑ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Spring/2013 To: /9999

12. ☐ Cross Listed with N/A

Stacked with N/A

Cross-Listed Coordination Signature

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

Impacted Program/Course
Catalog Page(s) Impacted
Date of Coordination
Chair/Coordinator Contacted

1. 
2. 
3. 

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

13b. Coordination Email
Date: 2/13/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 2/20/2012

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

15. Course Description (suggested length 20 to 50 words)
Applies substantive and methodological training to a selected justice topic under the direction of a supervising faculty member. Research activities may include, but are not limited to: conduct literature reviews; compile bibliographies; formulate research hypotheses; develop research designs; collect, enter, analyze data; and interpret findings. Special Note: May be repeated twice for maximum of 6 credits.

16a. Course Prerequisite(s) (list prefix and number) (JUST A110, JUST A200 and JUST A201) with a minimum grade of D.

16b. Test Score(s)
N/A

16c. Co-requisite(s) (concurrent enrollment required)
N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)
Faculty permission

17. ☐ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action
This change coincides with the overall restructuring of the Justice curriculum.

Initiator (faculty only)
Sharon Chamard
Initiator (TYPE NAME)

Approved Disapproved
Date

Dean/Director of School/College

Approved Disapproved
Date

Undergraduate/Graduate Academic

Approved Disapproved
Date

Board Chairperson

Approved Disapproved
Date

Provost or Designee

Approved Disapproved
Date
I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A398
D. Number of Credits: 1-6
E. Contact Hours: 1-6+3-18
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Individual Research
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed: N/A
K. Course Description: Applies substantive and methodological training to a selected justice topic under the direction of a supervising faculty member. Research activities may include, but are not limited to: conduct literature reviews; compile bibliographies; formulate research hypotheses; develop research designs; collect, enter, analyze data; and interpret findings. Special Note: May be repeated twice for maximum of 6 credits.
L. Course Prerequisites: (JUST A110 and JUST A200 and JUST A201) with a minimum grade of D.
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: Faculty Permission
P. Course Fees: No
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. Depending on the project, the instructor will:
   1. Assist with topic selection.
   2. Familiarize students with library databases.
   3. Guide students through the process of summarizing and synthesizing existing literature in the formulation of research questions and/or hypotheses.
   4. Demonstrate data collection and handling processes and techniques.
   5. Collaborate with students to interpret findings and disseminate results.
B. 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>1. Locate and retrieve research literature on a designated topic.</td>
<td>Delivery of research resources (e.g., research articles, statutes, legal decisions and opinions).</td>
</tr>
<tr>
<td>2. Compile research literature on a designated topic.</td>
<td>Reference list, annotated bibliography.</td>
</tr>
<tr>
<td>3. Develop and implement a research plan.</td>
<td>Research proposal or equivalent.</td>
</tr>
<tr>
<td>4. Analyze data and interpret findings.</td>
<td>Research presentation or paper.</td>
</tr>
<tr>
<td>5. Prepare a final document suitable for presentation at a conference or submission to a scholarly journal.</td>
<td>Research presentation or paper.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
The intent of JUST A398 is for students to apply methodological training gained in JUST A200 and JUST A201 with foundational knowledge from other Justice courses to an approved research topic.

V. Topical Course Outline
Each student will work with their faculty supervisor to develop course outline, performance measures, and a timeline of project deliverables specific to the project.

VI. Suggested Texts
Course readings will be project specific.

VII. Bibliography


<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

2. Course Prefix | 3. Course Number | 4. Previous Course Prefix & Number | 5a. Credits/CEUs | 5b. Contact Hours (Lecture + Lab) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST</td>
<td>A400</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Advanced Research Methods in Justice
Adv. Research Methods Justice
Abbreviated Title for Transcript (30 character)

7. Type of Course
- Academic

8. Type of Action:
- Add
- Change
- Delete

If a change, mark appropriate boxes:
- Prefix
- Credits
- Grade Basis
- Title
- Course Description
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other Update CCG (please specify)

9. Repeat Status No | # of Repeats | Max Credits |
|--------------------|-------------|-------------|

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

11. Implementation Date
- From: Spring/2013
- To: /9999

12. Cross Listed with
- NA

13. Cross Listed Coordination Signature

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

13b. Coordination Email
- Date: 2/13/2012
- Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: 2/20/2012

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

15. Course Description (suggested length 20 to 50 words)
Focuses on specific sampling (i.e., cluster and stratified) and data collection strategies (i.e., focus groups and telephone surveys) commonly used in Justice studies. Evaluates the potential use of official statistics such as police and census data. Applies research methods including selection of appropriate samples and creation of appropriate data collection instruments and protocols.

16a. Course Prerequisite(s) ([list prefix and number])
- (JUST A110 and JUST A200 and JUST A201) with a minimum grade of B.

16b. Test Score(s)
- NA

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

16d. Other Restriction(s)
- College
- Major
- Class
- Level

16e. Registration Restriction(s) (non-codable)
- NA

17. Mark if course has fees
- NA

18. Mark if course is a selected topic course
- NA

19. Justification for Action
This change coincides with the overall restructuring of the Justice curriculum.

Initiator Name (typed): Marny Rivera
Initiator Signed Initials: __________ Date: __________

Initiator (faculty only)

Initiator (TYPE NAME)
- Approved
- Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Provost or Designee
Date
I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A400
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Advanced Research Methods in Justice
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed/Stacked: N/A
K. Course Description: Focuses on specific sampling (i.e., cluster and stratified) and data collection strategies (i.e., focus groups and telephone surveys) commonly used in Justice studies. Evaluates the potential use of official statistics such as police and census data. Applies research methods including selection of appropriate samples and creation of appropriate data collection instruments and protocols.
L. Course Prerequisites: (JUST A110 and JUST A200 and JUST A201) with a minimum grade of B.
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: No
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Present an overview of research design methods and issues.
   2. Critique experimental and quasi experiment research designs.
   3. Provide assignments wherein students critically assess specific research strategies.
   4. Discuss the linkages between theory, design, analysis and conclusion.
   5. Discuss the strengths and weaknesses of alternative sampling plans for collection of justice data.
   6. Examine the strengths and weaknesses of contemporary data collection methods for justice data.
7. Provide assignments that allow students to formulate research plans, test various sampling strategies, and construct data collection instruments.

B. 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><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>1. Determine the strengths and limitations of specific sampling plans.</td>
</tr>
<tr>
<td>2. Differentiate between scales and indexes.</td>
</tr>
<tr>
<td>3. Identify threats to internal validity present in experimental and quasi-experimental research designs.</td>
</tr>
<tr>
<td>4. Develop research questions and/or hypotheses best answered using qualitative and quantitative research methods.</td>
</tr>
<tr>
<td>5. Technically evaluate a justice research study and propose improvements.</td>
</tr>
<tr>
<td>6. Apply course concepts by conducting a literature review and outlining a basic research design for an approved justice research topic.</td>
</tr>
</tbody>
</table>

IV. **Course Level Justification**
This course is designed to provide advanced skill in designing and planning empirical studies. It builds upon the introductory material presented in JUST A200 and JUST A201. Students are expected to take this 400-level course during their senior year, while completing Justice Research Honors.

V. **Topical Course Outline**
1. Review of essential research design issues
   1.1. Conceptualization and operationalization
   1.2. Validity and reliability
   1.3. Research ethics
   1.4. Developing research questions and hypotheses
2. Sampling issues and considerations
   2.1. Sample bias
   2.2. Estimating sampling error
   2.3. Weighting sample data
3. Survey construction and administration
   3.1. Developing scales
3.1.1. Bogardus social distance scale
3.1.2. Thurstone scales
3.1.3. Likert scales
3.1.4. Guttman scaling
3.1.5. Semantic differential

3.2. Developing indexes
3.3. Scoring and validating scales and indexes
  3.3.1. Factor analysis
  3.3.2. Cluster analysis

3.4. Contemporary survey issues and research

4. Critique of experimental and quasi-experimental research designs
  4.1. The problems of representativeness and generalizability
  4.2. Threats to validity
  4.3. Matching and randomization
  4.4. Internal and external controls

5. Qualitative field research
  5.1. Selection of situation and question
  5.2. Site selection
  5.3. Access routes
  5.4. Building relations
  5.5. Keeping field notes
  5.6. Analysis of qualitative data

6. Linking theory to design, analysis and conclusion
  6.1. Application across populations
  6.2. Application across time
  6.3. Application across setting
  6.4. Expectation of generalizability
  6.5. Trade-off between internal and external validity

7. Specific data collections approaches: instruments and protocols
  7.1. Secondary data analysis
  7.2. Longitudinal research
    7.2.1. Trend
    7.2.2. Cohort
    7.2.3. Panel
  7.3. Unobtrusive measures
    7.3.1. On-site assessment
    7.3.2. Content analysis
    7.3.3. Archival analysis
  7.4. Contemporary approaches
    7.4.1. Meta-analysis
    7.4.2. Multi-method approaches
    7.4.3. Simulation and modeling
  7.5. Official statistics
    7.5.1. Problems
    7.5.2. Limitations
VI. Suggested Texts

VII. Bibliography
*denotes classic/seminal text
Inferential Data Analysis in Justice

Inferential Analysis in Just

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

9. Repeat Status No
   - # of Repeats N/A
   - Max Credits N/A

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

11. Implementation Date
    - From: Spring/2013
    - To: /9999

12. Cross Listed with N/A
    - Stacked with N/A

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

13b. Initiation Name (typed): Ronald Everett
    13c. Date: 2/13/2012

14. General Education Requirement
    - Oral Communication
    - Written Communication
    - Quantitative Skills
    - Humanities
    - Fine Arts
    - Social Sciences
    - Natural Sciences
    - Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
    - Explore the logic and application of advanced inferential techniques, particularly of multivariate models, for applications in Justice. Presents how to formulate an analysis plan, analyze real justice data, and outline theoretical and practical implications. Special Note: Recommend completion of GER Quantitative Skills requirement.

16a. Course Prerequisite(s) (list prefix and number)
    - JUST A110 and JUST A200 and JUST A201 with a minimum grade of B.

16d. Other Restriction(s)
    - College
    - Major
    - Class
    - Level

16e. Registration Restriction(s) (non-codable)
    - N/A

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
    - This change coincides with the overall restructuring of the Justice curriculum.

Initiator (faculty only) Ronald Everett
Initiator Signed Initials: ___________

Initiator (TYPE NAME) Date

Approved
Disapproved

Dean/Director of School/College Date

Approved
Disapproved

Undergraduate/Graduate Academic Date

Approved
Disapproved

Board Chairperson

Approved
Disapproved

Provost or Designee Date
I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A401
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice – Justice Research Honors
G. Course Title: Inferential Data Analysis in Justice
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed/Stacked: N/A
K. Course Description: Explores the logic and application of advanced inferential techniques, particularly of multivariate models, for applications in Justice. Presents how to formulate an analysis plan, analyze real justice data, and outline theoretical and practical implications. Special Note: Recommend completion of GER Quantitative Skills requirement.

L. Course Prerequisites: (JUST A110 and JUST A200 and JUST A201) with a minimum grade of B.
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: No
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Provide an in-depth overview of the logic/theory of inferential techniques.
   2. Demonstrate the importance of inferential statistics.
   3. Discuss the linkages between theory, policy, and analysis.
   4. Identify and demonstrate a variety of multivariate models.
   5. Illustrate the formulation and implementation of data analysis plans.
   6. Apply research findings to theory and policy development.
B. 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>1. Develop a data analysis plan that includes inferential models and provides empirically valid answers to hypotheses that are grounded in theory and practice.</td>
<td>Homework assignments.</td>
</tr>
<tr>
<td>3. Interpret statistical results from multivariate inferential models and prepare written summaries of results.</td>
<td>Written assignments, oral presentations.</td>
</tr>
<tr>
<td>4. Identify and discuss the theoretical and practical implications of quantitative results.</td>
<td>Group discussions, written assignments.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course is designed to provide advanced quantitative data analysis skills using inferential techniques. It builds upon the introductory material presented in JUST A200 and JUST A201. Students are expected to take this 400-level course during their senior year, while completing Justice Research Honors.

V. Topical Course Outline
1. Theory and logic of inferential data analysis
   1.1. Sampling distributions
   1.2. Hypothesis testing
2. Measurement
   2.1. Random error and non-random error
   2.2. Reliability analysis
   2.3. Factor analysis
   2.4. Implications
3. Hypothesis testing
   3.1. Theory
   3.2. Bivariate and multivariate applications
   3.3. Implications
4. Data analysis with categorical variables
   4.1. Theory
   4.2. Bivariate and multivariate applications
   4.3. Hypothesis testing
   4.4. Implications
5. Correlation and regression
   5.1. Theory
   5.2. Bivariate and multivariate applications
   5.3. Hypothesis testing
   5.4. Implications
6. Advanced statistical analysis
   6.1. Theory
   6.2. Examples and applications
   6.3. Hypothesis testing
   6.4. Implications
7. Disseminating research findings
   7.1. Written dissemination
   7.2. Oral dissemination
   7.3. Developing implications for theory, policy, and practice

VI. Suggested Texts

Additional materials include current empirical works appearing in leading criminal justice and criminology journals (e.g., *Criminology*, *Criminology and Public Policy*, *Journal of Quantitative Criminology*, *Justice Quarterly*) and in program evaluations published by the National Institute of Justice and the Bureau of Justice Statistics (e.g., *Research in Brief*, *Special Reports*).

VII. Bibliography


*denotes classic/seminal text
### 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>CH College of Health</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST</td>
<td>A434</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### Complete Course Title
Police-Community Relations

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

### Type of Course
- [ ] Academic  
- [ ] Preparatory/Development  
- [ ] Non-credit  
- [x] CEU  
- [ ] Professional Development

### Type of Action:
- [ ] Add  
- [x] Change  
- [ ] Delete

**If a change, mark appropriate boxes:**
- [ ] Prefix  
- [ ] Course Number  
- [ ] Credits  
- [ ] Title  
- [ ] Repeat Status  
- [ ] Grading Basis  
- [ ] Cross-Listed/Stacked  
- [x] Course Description  
- [ ] Course Prerequisites  
- [ ] Test Score Prerequisites  
- [ ] Co-requisites  
- [ ] Registration Restrictions  
- [ ] Other Restrictions  
- [ ] College  
- [ ] Major  
- [x] Other Update CCG (please specify)

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

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

### Implementation Date
- From: Spring/2013  
- To: 9999

### Cross Listed with
- [ ] N/A

### Stacked with
- [ ] N/A

### Cross-Listed Coordination Signature

### Impacted Courses or Programs:
- List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):**

**Initiator Signed Initials:**

**Date:**

### Coordination Email
- Date: 2/13/2012
- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### Coordination with Library Liaison
- Date: 2/20/2012

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

### Course Description (suggested length 20 to 50 words)
Examines police-community relations in the United States. Explores common conceptions of the police role, from the perspective of both the public and the police themselves, and their impact on police-community relations. Particular emphasis is given to recent developments aimed at ameliorating strained relationships between the police and the various communities they serve.

### Course Prerequisite(s)
(list prefix and number)
- JUST A110 and JUST A200 and JUST A201 with a minimum grade of D.

### Test Score(s)
- N/A

### Co-requisite(s)
(concurrent enrollment required)
- N/A

### Other Restriction(s)
- [x] Class  
- [ ] Level  
- [ ] College  
- [ ] Major

### Registration Restriction(s)
(non-codable)
- Senior standing or instructor approval
- [ ] Mark if course has fees
- [ ] Mark if course is a selected topic course

### Justification for Action
This change coincides with the overall restructuring of the Justice curriculum.

**Initiator (faculty only)**

**Initiator (TYPE NAME):**

**Date:**

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date:**

**Approved**

**Disapproved**

**Department Chairperson**

**Date:**

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic Board Chairperson**

**Date:**

**Approved**

**Disapproved**

**Provost or Designee**

**Date:**

82
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health  
B. Course Subject: JUST  
C. Course Number: A434  
D. Number of Credits: 3  
E. Contact Hours: 3+0  
F. Course Program: Bachelor of Arts, Justice  
G. Course Title: Police-Community Relations  
H. Grading Basis: A-F  
I. Implementation Date: Spring/2013  
J. Cross-listed/Stacked: N/A  
K. Course Description: Examines police-community relations in the United States. Explores common conceptions of the police role, from the perspective of both the public and the police themselves, and their impact on police-community relations. Particular emphasis is given to recent developments aimed at ameliorating strained relationships between the police and the various communities they serve.

L. Course Prerequisites: (JUST A 110 and JUST A 200 and JUST A 201) with a minimum grade of D.

M. Course Co-requisites: N/A  
N. Other Restrictions: Class  
O. Registration Restrictions: Senior standing or instructor approval  
P. Course Fees: No  
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Contrast common cultural representations and empirical research descriptions of American policing.
   2. Review the theoretical and empirical research literatures on police–community relations.
   3. Highlight the continued importance of slavery, Jim Crow and other forms of institutionalized racial discrimination for contemporary police–community relations.
   4. Review the psychological and sociological factors influencing police socialization, and outline the contours of police occupational culture.
5. Present the foundational principles of democratic policing and their influence on community policing initiatives.
6. Compare police–community relations to the public relations efforts of police organizations.

B. 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>----------------------------</td>
</tr>
<tr>
<td>1. Articulate the philosophical tensions and resulting police-community relations problems associated with policing a “free society.”</td>
</tr>
<tr>
<td>2. Discuss the historical context of police-minority relations in the United States.</td>
</tr>
<tr>
<td>3. Assess empirical research testing theoretical explanations of police-community relations.</td>
</tr>
<tr>
<td>4. Critique police communication strategies, both past and present.</td>
</tr>
<tr>
<td>5. Examine the effectiveness of recent efforts to exert more control over police.</td>
</tr>
<tr>
<td>6. Analyze potential sources of future conflict between police and various social groups and propose possible strategies for their mitigation.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This is an advanced topics class intended for (but not limited to) Justice majors. Prior to enrolling students must successfully complete JUST A110, JUST A200 and JUST A201, and accrue the requisite number of credits for senior standing (90 credits). As a senior-level course, Police–Community Relations will require students to integrate and apply the conceptual and methodological knowledge and skills they have previously acquired in other Justice courses.

V. Topical Course Outline
1. The police in public consciousness
   1.1. The social construction of police
   1.2. History and institutional legacy of police in the United States
   1.3. Personal and mediated experiences with police
   1.4. Public expectations of police
2. The police point of view: police perceptions of their role and the public
   2.1. Police culture and processes of socialization
   2.2. Frequency and nature of police experiences with members of the public
3. Policing the police: structures and mechanisms of community control
   3.1. The roaring sixties: how social unrest gave way to social consciousness
   3.2. The new age of police accountability
   3.3. Community participation
   3.4. Civilian review boards
4. Community-oriented policing: a program for improving police-public relations
   4.1. Policing a democratic society
   4.2. The origins of community policing
   4.3. Community policing in practice
   4.4. The impact of community policing on police–public relations
5. Community relations or public relations?
   5.1. Police–media relations
   5.2. Taking control of the narrative: the advent of public information bureaus
   5.3. Closing the loop: communicating with key constituencies
6. Beyond community policing: the future of police–community relations
   6.1. Identifying likely sources of future conflict
   6.2. Strategies for addressing police-community relations in the next century

VI. Suggested Texts


VII. Bibliography


* Classic text
** Most recent version of text
**Course Action Request**
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
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</tr>
</thead>
<tbody>
<tr>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST</td>
<td>A443</td>
<td>JUST A344</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**Complete Course Title**
Civil Liberties

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

**Type of Course**
- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

**Type of Action:**
- [ ] Add
- [x] Change
- [ ] Delete

**Repeat Status No # of Repeats Max Credits**

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

**Implementation Date**
From: Spring/2013 To: /9999

**Cross Listed with**
N/A

**Stacked with**
N/A

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
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<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
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</tbody>
</table>

13b. Coordination Email
Date: 2/13/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 2/20/2012

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

15. Course Description (suggested length 20 to 50 words)
Studies civil liberties in the United States with emphasis on freedom of speech and religion, due process, equal protection of the law, and the right of privacy. Focuses on Supreme Court cases and literature and considers various influences on judicial decision-making.

16a. Course Prerequisite(s) (list prefix and number)
(JUST A315 or JUST A343 or PS A343) with a minimum grade of D.

16b. Test Score(s)
N/A

16c. Co-requisite(s) (concurrent enrollment required)
N/A

16d. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

16e. Registration Restriction(s) (non-codable)
N/A

17. [ ] Mark if course has fees

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

19. Justification for Action
Course level changed to match the academic level of the course readings and assignments. Course prerequisites changed to reflect changes in course numbers made as part of overall program restructuring.

Initiator (faculty only)
Jason Brandeis
Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

Dean/Director of School/College
Date

[ ] Approved
[ ] Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

[ ] Approved
[ ] Disapproved

Provost or Designee
Date
I. **Date of Initiation:** March 2012

II. **Curriculum Action Request**

A. **School:** College of Health  
B. **Course Subject:** JUST  
C. **Course Number:** A443  
D. **Number of Credits:** 3  
E. **Contact Hours:** 3+0  
F. **Course Program:** Bachelor of Arts, Justice  
G. **Course Title:** Civil Liberties  
H. **Grading Basis:** A-F  
I. **Implementation Date:** Spring/2013  
J. **Cross-listed:** N/A  
K. **Course Description:** Studies civil liberties in the United States with emphasis on freedom of speech and religion, due process, equal protection of the law, and the right of privacy. Focuses on Supreme Court cases and literature and considers various influences on judicial decision-making.  
L. **Course Prerequisites:** (JUST A315 or JUST A343 or PS A343) with a minimum grade of D.  
M. **Course Co-requisites:** N/A  
N. **Other Restrictions:** N/A  
O. **Registration Restrictions:** N/A  
P. **Course Fees:** No  
Q. **Course Attribute:** N/A

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

A. The instructor will:  
1. Review landmark Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.  
2. Discuss the methods of analysis, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.  
3. Examine contemporary civil liberties issues currently or recently before the Supreme Court.  
4. Demonstrate techniques for analyzing judicial opinions and synthesizing and applying legal authorities.
B. 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>1. Identify examples of landmark historic Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.</td>
<td>Case brief writing assignments, research projects, examinations.</td>
</tr>
<tr>
<td>2. Explain the methods of analysis, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.</td>
<td>Case brief writing assignments, research and writing projects, faculty-directed class discussion, examinations.</td>
</tr>
<tr>
<td>3. Analyze judicial opinions involving civil liberties matters.</td>
<td>Case brief writing assignments, research and writing projects, faculty-directed class discussion, examinations.</td>
</tr>
<tr>
<td>4. Evaluate contemporary civil liberties issues.</td>
<td>Research and writing projects, faculty-directed class discussion examinations.</td>
</tr>
<tr>
<td>5. Synthesize and apply legal authorities.</td>
<td>Research and writing projects, faculty-directed class discussion, examinations.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
Course requires comprehension of the review process for judicial opinions and other legal authorities, the structure of the American legal system, and the fundamental principles of constitutional law. Students build on and advance knowledge developed in the program’s 100, 200, and 300 level courses.

V. Topical Course Outline
1. Understanding Supreme Court opinions
   1.1. Supreme Court terminology
   1.2. Structure of the Supreme Court
   1.3. Reading and briefing a case
2. Supreme Court decision-making
   2.1. Processing Supreme Court cases
   2.2. Methods of legal analysis
   2.3. Political influence on Supreme Court decisions
   2.4. Judicial review
3. Freedom of speech and expression
   3.1. Protected, less protected, and unprotected speech
   3.2. Regulation of speech based on content
   3.3. Regulation of speech based on location
   3.4. Freedom of association
   3.5. Freedom of the press
4. Religion
   4.1. Free exercise of religion
4.2. The Establishment Clause
5. Equal protection of the law
   5.1. Constitutional framework and tests for equal protection analysis
   5.2. Discrimination based on race, national origin, gender, alienage, sexual orientation, and economic status
   5.3. Remedies for past discrimination
6. Due process of law
   6.1. Protection of fundamental rights
   6.2. Procedural due process
   6.3. Substantive due process
7. The right to privacy
   7.1. Reproductive freedom
   7.2. Private activities
   7.3. Informational privacy
8. Rights of the accused and restrictions on police power
   8.1. Searches and seizures
   8.2. The exclusionary rule
   8.3. Self-incrimination
9. Trials and punishment
   9.1. Right to counsel
   9.2. Trial proceedings
   9.3. Cruel and unusual punishment
   9.4. Prisoners’ rights
10. Voting and elections
    10.1. Voting rights
    10.2. Regulation of campaigns
    10.3. Political representation
11. The impact of national security concerns on civil liberties
    11.1. Civil liberties during times of war or national crisis
    11.2. The Patriot Act
    11.3. The war on terrorism
12. The right to keep and bear arms
13. Application and analysis of civil liberties principles under Alaska law

VI. Suggested Texts


VII. Bibliography


*standard reference*
## Course Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tr>
<td>Terrorism</td>
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**Abbreviated Title for Transcript (30 character)**

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<th>7. Type of Course</th>
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<th>Non-credit</th>
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<th>Professional Development</th>
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<th>8. Type of Action:</th>
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<th>Change</th>
<th>Delete</th>
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*If a change, mark appropriate boxes:*

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Other Update CCG (please specify)

<table>
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<th>9. Repeat Status No</th>
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<th>P/NP</th>
<th>NG</th>
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<th>11. Implementation Date</th>
<th>semester/year</th>
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<td>From: Spring/2013</td>
<td>To: /9999</td>
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<tr>
<th>12. Cross Listed with</th>
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</table>

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

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

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</table>

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

13b. Coordination Email: Date: 2/13/2012

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison: Date: 2/20/2012

14. General Education Requirement

Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)

Examines contemporary and historical terrorist ideology, organization, and tactics including international and domestic groups. Focuses on the balance of prevention, security, and liberty.

16a. Course Prerequisite(s) (list prefix and number) (JUST A110 and JUST A251) with a minimum grade of D.

16b. Test Score(s) (N/A)

16c. Co-requisite(s) (concurrent enrollment required) N/A

16d. Other Restriction(s)

- College
- Major
- Class
- Level

16e. Registration restriction(s) (non-codable)

Junior or Senior standing

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

A previous prerequisite, JUST A250, is no longer required. CCG has been updated to reflect this change.

Initiator (faculty only): Date: ________________

Troy Payne
Initiator (TYPE NAME)

Initiator Signed Initials: Date: ________________

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Undergraduate/Graduate Academic

Date

Approved

Disapproved

Board Chairperson

Date

Approved

Disapproved

Provost or Designee

Date
I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A444
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Terrorism
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed/Stacked: N/A
K. Course Description: Examines contemporary and historical terrorist ideology, organization, and tactics including international and domestic groups. Focuses on the balance of prevention, security, and liberty.
L. Course Prerequisites: (JUST A110 and JUST A251) with a minimum grade of D.
M. Course Co-requisites: N/A
N. Other Restrictions: Class
O. Registration Restrictions: Junior or Senior standing
P. Course Fees: No
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Introduce students to competing definitions of terrorism.
   2. Demonstrate empirical approaches to the examination of relevant theoretical issues in the social sciences.
   3. Foster critical thinking skills needed for students to compare and contrast the ideology, organization, and tactics of terrorist groups.
   4. Guide students in the identification and analysis of civil liberties issues in counterterrorism practices.
   5. Guide students in proposing policies and practices that address the tensions between security and civil liberty concerns.
B. 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>1. Analyze competing definitions of terrorism and their empirical foundations.</td>
<td>Examinations, writing assignments, in-class discussion.</td>
</tr>
<tr>
<td>2. Evaluate similarities and differences between criminal behavior and terrorism.</td>
<td>Examinations, writing assignments, in-class discussions.</td>
</tr>
<tr>
<td>3. Explain how the media are used by terrorist groups and states to shape public opinion.</td>
<td>In-class discussions, examinations, writing assignments.</td>
</tr>
<tr>
<td>4. Compare and contrast the ideology, organization, and tactics of social movements committed to terrorism.</td>
<td>Writing assignments, in-class discussion.</td>
</tr>
<tr>
<td>5. Analyze civil liberties issues related to terrorism and counterterrorism.</td>
<td>Examinations, writing assignments, in-class discussion.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
The course requires application of knowledge gained in JUST A110 and JUST A251 regarding the motivations for criminal behavior and the organization of the United States criminal justice system. The course requires students to analyze the complex practical, legal, and ethical issues surrounding terrorism and counterterrorism.

V. Topical Course Outline
1. Defining terrorism
   1.1. Historical circumstances
   1.2. Pejorative meaning of terrorism
2. The social underpinnings of terrorism
   2.1. Criminology and terrorism
   2.2. Clash of civilizations thesis
3. Terrorism organization and finance
   3.1. Guerilla warfare
   3.2. Urban terrorism
   3.3. Cell-based organization
   3.4. Funding and financing terrorism
4. Tactics, technology, and force multipliers
   4.1. Cyberterrorism and other uses of technology
   4.2. Weapons of mass destruction
   4.3. Suicide attacks
5. Roots of modern terrorism
   5.1. The French and American revolutions
   5.2. Anarchism, nationalism, and socialism
6. Case studies in terrorism
   6.1. The Irish Republican Army (IRA)
   6.2. The Basque Nation and Liberty (ETA)
   6.3. Israel and Palestine (Hezbollah, Hamas, Fatah, various violent Jewish
        fundamentalist groups)
   6.4. Al Qaeda
7. Homeland Security
   7.1. Domestic terrorism
   7.2. Intelligence gathering
   7.3. The role of state, local, and federal governments in counterterrorism
8. Constitutional issues and terrorism
   8.1. Executive power
   8.2. Habeas corpus, terrorism, and Guantanamo Bay, Cuba
   8.3. The Patriot Act
9. Preventing terrorism
   9.1. Application of crime prevention strategies to terrorism
   9.2. Possible target identification techniques

VI. Suggested Texts
  Praeger Security International.

  Wadsworth.

VII. Bibliography
Borgeson, K., & Valeri, R. (2009). *Terrorism in America*. Sudbury, MA: Jones and
  Bartlett.

  The New Press.


  Verso.

*Issues in terrorism and homeland security: Selections from CQ Researcher* (2nd ed.).

  NY: Norton.


*denotes classic/seminal text*
# Biobehavioral Criminology

**Course Prefix:** JUST  
**Course Number:** A463  
**Previous Course Prefix & Number:** N/A  
**Credits/CEUs:** 3  
**Contact Hours:** (Lecture + Lab) (3+0)  
**Complete Course Title:** Biobehavioral Criminology  
**Abbreviated Title for Transcript:**  
**Type of Course:** Academic  
**Type of Action:** Add  
**Repeat Status:** No  
**Grading Basis:** A-F  
**Implementation Date:** Spring/2013  
**Cross Listed with:** N/A  
**Stacked with:** N/A  
**Course Description:** Examines biobehavioral correlates of crime and ways these factors interact with socio-environmental and psychophysiological factors to impact crime. Analyzes historical and contemporary theories and research. Applies interacting factors to explain specific types of violent and non-violent criminal behavior.  
**Course Prerequisite(s):** [(JUST 110 and JUST A200 and JUST A201) and (JUST A251 or SOC A251)] with a minimum grade of D.  
**Test Score(s):** N/A  
**Co-requisite(s):** N/A  
**Other Restriction(s):**  
**Registration Restriction(s):** (non-codable) Completion of all GER Tier 1 (Basic College-Level Skills) Courses, and Senior Standing  
**Justification for Action:** Updated prerequisites as part of Justice program curriculum revisions.

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<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Marny Rivera</td>
<td></td>
<td></td>
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<th>Date: 2/12/2012</th>
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submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)
I. Date of Initiation: March 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A463
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Biobehavioral Criminology
H. Grading Basis: A-F
I. Implementation Date: Spring/2013
J. Cross-listed/Stacked: N/A
K. Course Description: Examines biobehavioral correlates of crime and ways these factors interact with socio-environmental and psychophysiological factors to impact crime. Analyzes historical and contemporary theories and research. Applies interacting factors to explain specific types of violent and non-violent criminal behavior.

L. Course Prerequisites: [(JUST 110 and JUST A200 and JUST A201) and (JUST A251 or SOC A251)] with a minimum grade of D.

M. Course Co-requisites: N/A
N. Other Restrictions: Class
O. Registration Restrictions: Completion of all GER Tier 1 (Basic College-Level Skills) Courses, and Senior Standing

P. Course Fees: N/A
Q. Course Attribute: General Education Requirement, Integrative Capstone

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Review and present historical and contemporary theories and research on socio-environmental, biobehavioral, psychophysiological and integrative theories of crime.
   2. Assist students in their development of research, writing, argumentation, and presentation skills.
   3. Create opportunities for critical thinking.
   4. Provide instruction on information literacy with an emphasis on identifying and evaluating the quality of scholarly peer reviewed research.
5. Guide class discussions by creating discussion topics, facilitating student interaction, and engaging in class discussions.

B. Upon successful completion of this course, the student will demonstrate, by way of multiple artifacts of assessment, achievement of the following outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
<th>Integrative Capstone Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze theories and research (on socio-environmental factors, mental illness and biobehavioral factors) that characterize, explain and attempt to predict criminal behavior.</td>
<td>Analytic writing assignments, class discussions, portfolio.</td>
<td>Knowledge integration, critical thinking, information literacy.</td>
</tr>
<tr>
<td>2. Compare and contrast the balance of risk and protective factors that influence the behavior of criminal and non-criminal individuals.</td>
<td>Analytic writing assignments, class discussions, tests, oral research presentation.</td>
<td>Knowledge integration, effective communication, critical thinking.</td>
</tr>
<tr>
<td>3. Provide examples of biobehavioral factors interacting with socio-environmental and/or psychophysiological factors to increase the propensity for crime.</td>
<td>Analytic writing assignments, answering reading comprehension questions, tests, oral research presentation.</td>
<td>Knowledge integration, effective communication, critical thinking.</td>
</tr>
<tr>
<td>4. Evaluate policies designed to prevent or control crime in terms of their effectiveness and impact on social service and justice agencies.</td>
<td>Analytic writing assignments, class discussions, portfolio.</td>
<td>Critical thinking.</td>
</tr>
<tr>
<td>5. Develop and support with evidence logical arguments regarding the causes and control of violence and offending.</td>
<td>Analytic writing assignments, oral research presentation, portfolio.</td>
<td>Effective communication, information literacy.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course is designed to fulfill the Integrative Capstone course requirement. Administratively this requires senior standing and completion of all required courses for the Justice Bachelor of Arts degree prior to enrolling in the course. The structure and substantive content of the course requires students to demonstrate complex
knowledge integration, effective communication, critical thinking, and information literacy.

V. Topical Course Outline

1. Socio-environmental sources of violence and offending
   1.1. Review of classical and sociological perspectives in criminology
   1.2. Social perceptions: Why are we so fascinated with violence?
   1.3. Socio-environmental risk and protective factors
   1.4. Structural sources of violence and offending
      1.4.1. Poverty
      1.4.2. Disorganized neighborhoods
   1.5. Social processes that contribute to violence and offending
      1.5.1. Parenting practices
      1.5.2. Child abuse
         1.5.2.1. Historical perspective and development of law
         1.5.2.2. Contemporary perspective
            1.5.2.2.1. Extent and consequences of child abuse in the United States
            1.5.2.2.2. Crime control policy implications: Prevention of and response to child abuse
   1.6. Negative peer influences
   1.7. Negative academic experiences
   1.8. Exposure to violence
   1.9. Crime control policy implications: Retribution, deterrence, incapacitation, and rehabilitation

2. Biobehavioral sources of violence and offending: Nature interacting with nurture
   2.1. Paradigm shift: From classical to positivist criminology
   2.2. Historic biological theories: Physical type theories
   2.3. Classification of biological theories and research
      2.3.1. Historic versus contemporary
      2.3.2. Genetics
      2.3.3. Brain structure and brain chemistry
   2.4. Evolution and genetic theories and research
   2.5. Theories and research on brain chemistry and function
      2.5.1. Sex and stress hormones
      2.5.2. Neurotransmitters: Serotonin, norepinephrine, dopamine and monoamine oxidase
      2.5.3. Prenatal exposure to alcohol and/or drugs
   2.6. Theories and research on brain damage and malfunction
      2.6.1. The prefrontal cortex and executive cognitive function
      2.6.2. Brain imaging studies: Positron emission tomography, single photon emission computed tomography, and functional magnetic resonance imaging
      2.6.3. Neurologic impairment and cognitive deficits
      2.6.4. Nervous system sensitivity, arousal, and response to stress
2.6.5. Crime control policy implications: Biological evidence in criminal trials
2.7. Psychophysiological correlates of violence and offending: Stimulation-seeking, impulsivity, aggressiveness, hyperactivity, attention deficit hyperactivity disorder, and inability to empathize
2.8. Developmental processes: Interweaving environmental and biological influences over the life course
2.9. Adolescent and adult substance use and abuse
2.10. Shortcomings and controversies of the biobehavioral perspective
2.11. Crime control policy implications: Biological and environmental
2.12. Controversial issues: Free will and rationality in light of biobehavioral theories and research

3. Application to offenders and offending
3.1. Bullying
   3.1.1. Brains rewarded by other’s pain and the inability to experience empathy
   3.1.2. Poor behavior controls due to prefrontal and temporoparietal damage or malfunction
   3.1.3. The bullied bully
3.2. Domestic violence
   3.2.1. The batterer’s brain: Neurological impairment, and the impact of child abuse and exposure to violent models
   3.2.2. Biological bases of intermittent explosive disorder
3.3. Rape
   3.3.1. High testosterone, low serotonin, childhood sexual abuse and desire for power and control
   3.3.2. Physiological arousal in response to domination, humiliation and pain of the victim
3.4. Mentally ill offenders
   3.4.1. Victimization and offending patterns of mentally ill offenders
   3.4.2. Extent of mental illness among jail and prison inmates relative to the general population
   3.4.3. Co-occurring disorders: Mental illness and substance abuse
3.5. Murderers
   3.5.1. A killer combination: Neurotransmitter abnormalities, frontal lobe damage or malfunction, and child abuse and/or exposure to trauma or violence
   3.5.2. Psychopaths: Cold-blooded killers
3.6. Psychopathy
   3.6.1. Historical review of labels and diagnoses: Psychopathy, sociopathy and antisocial personality disorder
   3.6.2. Symptoms of psychopathy: Personality, behavioral and lifestyle characteristics
   3.6.3. Suspected causes of psychopathy: Biobehavioral and socio-environmental
   3.6.4. Violence and offending among psychopaths
VI. Suggested Texts


VII. Bibliography


*denotes classic/seminal text
### 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>CH College of Health</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>JUST</td>
<td>A488</td>
<td>N/A</td>
<td>1-6</td>
<td>(Lecture + Lab) (0+3-18)</td>
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<thead>
<tr>
<th>6. Complete Course Title</th>
<th>7. Type of Course</th>
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<tbody>
<tr>
<td>Research Practicum</td>
<td>Academic</td>
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<tr>
<th>8. Type of Action:</th>
<th>9. Repeat Status</th>
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<th>Max Credits</th>
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<tr>
<td>Add or Change or Delete</td>
<td>Yes</td>
<td>2</td>
<td>6</td>
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<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: Spring/2013 To: 9999</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 2/13/2012</td>
<td>Date: 2/20/2012</td>
</tr>
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<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Humanities</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores the application of research skills to the study of a problem in the justice field. May involve field research and related independent study. Special Note: May be repeated twice for a maximum of 6 credits.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>(JUST A110 and JUST A200 and JUST A201) with a minimum grade of D.</td>
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<table>
<thead>
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<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>Faculty permission</td>
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<td>Major</td>
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<td>Class</td>
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</tr>
<tr>
<td>Level</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>This change coincides with the overall restructuring of the Justice curriculum.</td>
</tr>
</tbody>
</table>

---

**Initiator Name:** Sharon Chamard  
**Initiator Signed Initials:**  
**Date:**

---

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

---

**13c. Coordination with Library Liaison**  
Date: 2/20/2012

---

**16b. Test Score(s)**  
N/A

---

**16c. Co-requisite(s) (concurrent enrollment required)**  
N/A

---

**16d. Other Restriction(s)**  
Faculty permission

---

**16e. Registration Restriction(s) (non-codable)**  
Faculty permission

---

**19. Justification for Action**  
This change coincides with the overall restructuring of the Justice curriculum.

---

**Initiator (faculty only)**  
**Date**

---

**Sharon Chamard**  
**Initiator (TYPE NAME)**  
**Date**

---

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

---

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

---

**Approved**  
**Disapproved**  
**Board Chairperson**  
**Date**

---

**Approved**  
**Disapproved**  
**Provost or Designee**  
**Date**

---

105
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: March 2012

II. Curriculum Action Request  
A. School: College of Health  
B. Course Subject: JUST  
C. Course Number: A488  
D. Number of Credits: 1-6  
E. Contact Hours: 0+3-18  
F. Course Program: Bachelor of Arts, Justice  
G. Course Title: Research Practicum  
H. Grading Basis: A-F  
I. Implementation Date: Spring/2013  
J. Cross-listed/Stacked: N/A  
K. Course Description: Explores the application of research skills to the study of a problem in the justice field. May involve field research and related independent study. Special Note: May be repeated twice for a maximum of 6 credits.  
L. Course Prerequisites: (JUST A110 and JUST A200 and JUST A201) with a minimum grade of D.  
M. Course Co-requisites: N/A  
N. Other Restrictions: N/A  
O. Registration Restrictions: Faculty Permission  
P. Course Fees: No  
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes  
A. The instructor will:  
1. Prepare (in collaboration with the student) an agreement which outlines the research process specific to the student's research interest (the research question, the research design, data analysis and the preparation of any papers or reports), the activities required of the student with respect to the elements of the research process and the number of credits.  
2. Provide subject-matter and methodological expertise to facilitate the student’s application of research skills obtained in previous research methodology and statistics courses to problems in the justice field.  
3. Guide the student as needed through the research process.  
4. Monitor student progress by meeting periodically with the student.
B. 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><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>1. Design and carry out original data collection.</td>
</tr>
<tr>
<td>2. Analyze the data collected.</td>
</tr>
<tr>
<td>3. Prepare a paper suitable for presentation at an academic conference or publication in a scholarly journal.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

The course is designed to allow the student to work independently in pursuing the elements of the research process. The student may be expected to create research questions and hypotheses, design methodologies to address those questions, test hypotheses based on the data obtained, draw conclusions and critique their efforts. The student is expected to write papers and reports which generalize the findings and propose future areas of study.

V. Topical Course

A. Each student will work with their faculty supervisor to develop course outline, performance measures, and a timeline of project deliverables specific to the project.

B. The practicum is based on the research agreement between the faculty member and the student which will include a sound research design involving the use of social science research methodology and tools.

VI. Suggested Texts

Additional reading is determined by the instructor based on the requirements in the research agreement.

VII. Bibliography


The following is a listing of materials which are representative of the readings typically required.

*Criminology*, a quarterly of the American Society of Criminology devoted to the social science of criminology, criminal justice, and law and society.

*Criminology and Public Policy*, a quarterly publication of the American Society of Criminology devoted to policy discussion of criminology research findings.

*Justice Quarterly*, a quarterly publication of the Academy of Criminal Justice Sciences devoted to social science theory and research on crime and criminal justice.
Memorandum

To: COH/UAB Curriculum Committees
From: Ronald Everett, Justice Undergraduate Program Coordinator
Date: April 15, 2012
Re: Minor Changes to Bachelor of Arts in Justice

The Justice Center is updating its Bachelor of Arts in Justice. As part of this update, the Justice Center will increase the number of required credits by three (from 24 to 27) and decrease the number of elective credits by three (from 21 to 18). JUST A221 (Justice Organization and Management) will no longer be a required course. It will now be offered as an elective course. Students will now be required to take two courses from a core that includes one course on policing (JUST A334), one on courts (JUST A374), and one on corrections (JUST A384). These changes were made to update the Justice BA to current standards in Justice education.

JUST A200 and JUST A201 will no longer require JUST A110 as a prerequisite. This change was made to help students stay on track and to successfully complete their BA degree within four years. In addition, removing this prerequisite will have no negative impact on student learning outcomes. This small change impacts every course that previously required JUST A200 or JUST A201. The Justice Center is therefore submitting updated CARs and CCGs for JUST A200, JUST A201, JUST A334, JUST A360, JUST A374, JUST A398, JUST A400, JUST A401, JUST A434, JUST A443, JUST A444, JUST A446, and JUST A488.

The catalog was updated with new information about the Justice Center and its programs in Justice, Paralegal Studies, and Legal Studies. Finally, program student learning outcomes are now included in the catalog.

Dr. André Rosay met with Interim Vice Provost for Curriculum & Assessment T. Bart Quimby on January 19, 2012, to determine the magnitude of the proposed changes. The proposed revisions were considered to be minor revisions.

Dr. André Rosay sent a coordination email explaining the changes to the BA in Justice on February 13, 2012. Coordination with the library occurred on February 20, 2012.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College  
CH College of Health

1b. Division  
AJUS Division of Justice

1c. Department  
Justice Center

2. Complete Program Title/Prefix  
Bachelor of Arts, Justice/ JUST

3. Type of Program  
Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE

4. Type of Action:  
- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

5. Implementation Date (semester/year)  
From: Spring/2013 To: 9999

6a. Coordination with Affected Units  
Department, School, or College: Legal Studies, Paralegal Studies  
Initiator Name (typed): Ronald Everett  
Initiator Signed Initials: __________

6b. Coordination Email submitted to Faculty Listserv (u aa-faculty@lists.uaa.alaska.edu) Date: 2/13/12

6c. Coordination with Library Liaison Date: 2/20/12

7. Title and Program Description - Please attach the following:  
- Cover Memo
- Catalog Copy in Word using the track changes function

8. Justification for Action  
Updating the Justice BA to (1) delete JUST A221 from required core, (2) add two courses to required core (two from JUST A334, JUST A374, and JUST A384), (3) decrease the number of required elective credits by three, (4) remove JUST A110 as a prerequisite for JUST A200 and JUST A201, (5) restructure course numbers and prerequisites, and (6) add admission requirements (JUST A110, JUST A200, and JUST A201 with a minimum grade of D.

Initiator (faculty only)  
Ronald Everett

Initiator (TYPE NAME)  

Approved
Disapproved

Dean/Director of School/College Date

Approved
Disapproved

Undergraduate/Graduate Academic Board Chairperson Date

Approved
Disapproved

Provost or Designee Date
The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate, graduate, and professional education; conducts research in the areas of crime, law, and justice; and provides service to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

In furtherance of its academic mission, the Justice Center offers the following:

- Bachelor of Arts in Justice
- Minor in Justice
- Criminal Justice Emphasis for the Master of Public Administration
- Research Honors in Justice
- Justice Club
- Alpha Phi Sigma National Criminal Justice Honor Society

In addition, the Justice Center also offers the following programs in Legal Studies:

- Bachelor of Arts in Legal Studies
- Minor in Legal Studies
- Associate of Applied Science in Paralegal Studies
- Legal Nurse Consulting Paralegal Undergraduate Certificate
- Post-Baccalaureate Certificate in Paralegal Studies
- Pre-Law Advising for UAA students

Justice faculty have professional research and service obligations beyond classroom teaching. Undergraduate students who major in Justice have opportunities to work with faculty members on Justice Center research and service projects.

Students are encouraged to contact the Justice Center to speak with an academic advisor. More information about programs and advising is available on the Justice Center website at [http://justice.uaa.alaska.edu](http://justice.uaa.alaska.edu).

**JUSTICE RESEARCH HONORS**

The Justice Center recognizes those undergraduate students who develop exceptional social science research skills by awarding them Justice Research Honors. Students majoring in Justice are eligible to graduate with Justice Research Honors upon satisfactory completion of all of the following requirements:

1. Meet the requirements for a Bachelor of Arts degree in Justice.
2. Meet the requirements for membership in Alpha Phi Sigma, the national justice honor society (including, 3.20 GPA in UAA Justice courses, 3.20 overall).
3. Complete the following courses with a grade of B or better (9 credits):
   - JUST A400 Advanced Research Methods in Justice 3
   - JUST A401 Inferential Data Analysis in Justice 3
   - JUST A488 Research Practicum 3
4. Students intending to graduate with Justice Research Honors must notify the Justice Center undergraduate program coordinator, in writing, on or before the date they submit their Application for Graduation.

**BACHELOR OF ARTS, JUSTICE**

The Bachelor of Arts in Justice is an interdisciplinary program that prepares students for engaged citizenship; scholarship; justice careers in private and public organizations; and advanced studies in criminology, law, criminal justice, social research, and public administration. Those graduates with records of high achievement in the Justice undergraduate program are prepared to pursue advanced education in graduate, law, and professional degree programs at the University of Alaska Anchorage and other universities. Graduates who receive a Bachelor of Arts in Justice have the specialized knowledge and skills required for the evaluation, administration and improvement of police, court, and correctional policies and organizations.
**PROGRAM STUDENT LEARNING OUTCOMES**

Upon completion of this program, graduates will be able to:

1. Explain the essential principles of justice research and evaluate the results of social science research.
2. Assess and critique the different theoretical perspectives in criminology.
3. Evaluate the historical and contemporary philosophies of justice.
4. Describe processes of justice policy development and the requirements of evidence-based policymaking.
5. Synthesize the history and development of the institutions of government forming the sources of American law and the social, economic and cultural forces that influence the development of law.

**ADMISSION REQUIREMENTS**

1. Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations.
2. Complete JUST A110, JUST A200, and JUST A201 with a minimum grade of D.

**GRADUATION REQUIREMENTS**

Students must complete the following graduation requirements:

**A. GENERAL UNIVERSITY REQUIREMENTS**

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

**B. GENERAL EDUCATION REQUIREMENTS**

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

**C. MAJOR REQUIREMENTS**

1. Complete the following required core courses (21 credits):
   - JUST A110 Introduction to Justice 3
   - JUST A200 Introduction to Research Methods in Justice 3
   - JUST A201 Justice Data Analysis 3
   - JUST/SOC A251 Crime and Delinquency 3
   - JUST A315 Development of Law 3
   - JUST A330 Justice and Society 3
   - JUST A360 Justice Theory and Policy Analysis 3
   - JUST A334 Police & Society (3)
   - JUST A374 The Courts (3)
   - JUST A384 Contemporary Corrections (3)

2. Complete two of the following three courses 6
   - JUST A334 Police & Society (3)
   - JUST A374 The Courts (3)
   - JUST A384 Contemporary Corrections (3)

3. Complete 18 credits of electives in Justice or Legal Studies electives; 18
   - 12 credits must be upper division
   - Note: Legal Studies courses fulfill the Justice elective requirements for the Bachelor of Arts in Justice except where the student has elected a Legal Studies Minor or Major; Legal Studies courses cannot be used (counted twice) to meet both the requirements of the Legal Studies Minor or Major and the Bachelor of Arts in Justice.
   - Only 6 credits of JUST A490 may be counted toward the Justice electives required for the Bachelor of Arts in Justice.
4. Complete a university-approved minor in another discipline. Specific requirements for minors are listed in the catalog by school or department. 18-21
5. All Justice majors must take the Justice Exit Examination. There is no minimum score required for graduation.
6. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

**MINOR, JUSTICE**

Students who wish to complement their studies in another discipline with knowledge of crime, law, and justice may declare a Justice minor.

A total of 18 credits is required for the minor, 9 of which must be upper division.

1. JUST A110 Introduction to Justice 3
2. JUST/SOC A251 Crime and Delinquency 3
3. Complete 9 credits of upper division electives in Justice or Legal Studies* 9
4. Complete 3 credits of electives in Justice or Legal Studies; any level* 3

*Note: Legal Studies courses fulfill the Justice elective requirements for the Minor in Justice except where the student has elected a Bachelor of Arts or Minor in Legal Studies; Legal Studies courses cannot be used (counted twice) to meet both the requirements of the Minor in Justice and the Bachelor of Arts or Minor in Legal Studies.
FACULTY
John Angell, Professor Emeritus, AHJEA@uaa.alaska.edu
Allan Barnes, Professor, ARBARNES@uaa.alaska.edu
Jason Brandeis, Assistant Professor, JBRANDEIS@uaa.alaska.edu
Sharon Chamard, Associate Professor, SECHAMARD@uaa.alaska.edu
Robert Congdon, Professor Emeritus, AFREC@uaa.alaska.edu
Ronald Everett, Program Coordinator/Associate Professor, RSEVERETT@uaa.alaska.edu
Cory Lepage, Assistant Professor, CRLEPAGE@uaa.alaska.edu
Bradley Myrstol, Assistant Professor, BAMYRSTOL@uaa.alaska.edu
Troy Payne, Assistant Professor, TPAYNE9@uaa.alaska.edu
Deborah Periman, Associate Professor, DKPERIMAN@uaa.alaska.edu
Marny Rivera, Associate Professor, MRIVERA11@uaa.alaska.edu
Andre Rosay, Director, ABROSAY@uaa.alaska.edu
Nancy Schafer, Professor Emeritus, AHNES@uaa.alaska.edu
The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate, graduate, and professional education; conducts research in related to the areas of crime, law, and the administration of justice. The center offers a Baccalaureate degree program for students interested in the Justice, and provides service to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

In furtherance of its academic mission, the Justice Center offers the following:

- Bachelor of Arts in Justice
- Minor in Justice
- Criminal Justice Emphasis for the Master of Public Administration
- Research Honors in Justice
- Justice Club
- Alpha Phi Sigma National Criminal Justice Honor Society

In addition, the Justice Center also offers the following programs in Legal Studies:

- Bachelor of Arts in Legal Studies
- Minor in Legal Studies
- Associate of Applied Science in Paralegal Studies
- Legal Nurse Consulting Certificate or Paralegal Undergraduate Certificate available for qualified students who wish to pursue a paralegal career.
- Post-Baccalaureate Certificate in Paralegal Studies
- Pre-Law Advising for UAA students

Justice faculty have professional research and service obligations beyond classroom teaching. Undergraduate studies in an organized research unit which, at its own initiative or in response to requests from outside the university, conducts research and public education programs. Efforts are made to ensure that all undergraduate students who major in Justice have opportunities to work with faculty members on Justice Center research and service projects.

Students are encouraged to contact the Justice Center to speak with an academic advisor. More information about programs and advising is available on the Justice Center website at http://justice.uaa.alaska.edu.

**JUSTICE RESEARCH HONORS**

The Justice Center recognizes those undergraduate students who develop exceptional social science research skills by awarding them Justice Research Honors. Students majoring in Justice are eligible to graduate with Justice Research Honors upon satisfactory completion of all of the following requirements:

1. Meet the requirements for a Bachelor of Arts degree in Justice.
2. Meet the requirements for membership in Alpha Phi Sigma, the national justice honor society (including a 3.20 GPA in UAA Justice courses, 3.20 overall GPA).
3. Complete the following courses with a grade of B or better (19 credits):
   - JUST A400 Advanced Research Methods in Justice
   - JUST A401 Inferential Data Analysis in Justice
   - JUST A405 Research Practicum

Students intending to graduate with Justice Research Honors must notify the Justice Center undergraduate program coordinator, in writing, on or before the date they submit their Application for Graduation with the Office of the Registrar.

**BACHELOR OF ARTS BACHELOR OF ARTS, JUSTICE**

The Bachelor of Arts degree in Justice is an interdisciplinary program that prepares students to satisfy the educational prerequisites for engaged citizenship, scholarship, justice careers in private and public organizations, and advanced studies in criminology, law, and related fields.
criminal justice, social; variety of administrative, operational, research, and public; planning positions related to crime, law and the administration of justice. Those graduates with records of high achievement in the Justice undergraduate program are prepared to pursue advanced education in graduate law and professional degree programs at the University of Alaska Anchorage and other universities.

Graduates who receive a Bachelor of Arts degree in Justice have both broad educational preparation for productive citizenship and the specialized knowledge and skills required for the evaluation, administration and improvement of police, court, and correctional policies and organizations.

**PROGRAM STUDENT LEARNING OUTCOMES**

Upon completion of this program, graduates will be able to:
1. Explain the essential principles of justice research and evaluate the results of social science research.
2. Assess and critique the different theoretical perspectives in criminology.
3. Evaluate the historical and contemporary philosophies of justice.
4. Describe processes of justice policy development and the requirements of evidence-based policymaking.
5. Synthesize the history and development of the institutions of government forming the sources of American law and the social, economic and cultural forces that influence the development of law.

**ADMISSION REQUIREMENTS**
1. Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations.
2. Complete JUST A110, JUST A200, and JUST A201 with a minimum grade of D.

**GRADUATION REQUIREMENTS**

Students must complete the following graduation requirements;

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. MAJOR REQUIREMENTS

1. Complete the following required core courses (21 credits)
   - JUST A110: Introduction to Justice
   - JUST A200: Introduction to Research Methods in Justice
   - JUST A201: Justice Data Analysis
   - JUST A250: Justice Organization and Management
   - JUST SOC A251: Crime and Delinquency
   - JUST A315: Development of Law
   - JUST A330: Justice and Society
   - JUST A360: Justice Theory and Policy Analysis
2. Complete two of the following three courses (6 credits)
   - JUST A334: Police & Society (2)
   - JUST A374: The Courts (3)
   - JUST A384: Contemporary Corrections (3)
3. Complete 18 credits of Upper division Justice electives in 18
   - Paralegal studies electives: 18
   - 12 credits must be upper division
   - Note: Legal Studies courses fulfill the Justice elective requirements for the Bachelor of Arts in Justice except where the student has elected a Legal Studies Minor or Major. Legal Studies courses cannot be used (counted twice) to meet both the requirements of the Legal Studies Minor or Major and the Bachelor of Arts in Justice.
4. Complete a university-approved minor in another discipline. Specific requirements for minors are listed in the catalog by school or department.
5. All Justice majors must take the Justice Exit Examination. There is no minimum score required for graduation.
6. A total of 120 credits is required for the degree of which 42 credits must be upper division.
**Minor, Justice**

Students majoring in another subject who wish to complement their studies in another discipline with knowledge of crime, law, and justice may declare a Justice minor.

In order to complete the major, the following requirements must be met:

1. **JUST A110** Introduction to Justice
2. **JUST/SOC A251** Crime and Delinquency
3. Complete 9 credits of upper division Justice electives in Justice or Legal Studies.
4. Complete 3 credits of Justice electives in Justice or Legal Studies, any level.

*Note: Legal Studies courses cannot be used (counted twice) to meet both the requirements of the Minor in Justice and the Bachelor of Arts or Minor in Legal Studies.*

A total of 18 credits is required for the minor, 9 of which must be upper division.

---

**FACULTY**

John Angell, Professor Emeritus, AHJEA@uaa.alaska.edu
Allan Barnes, Professor, ABARNES44@uaa.alaska.edu
Jason Brandeis, Assistant Professor, JBRANDEIS@uaa.alaska.edu
Sharon Chamard, Associate Professor, SICHAMARDA@uaa.alaska.edu
Robert Congdon, Professor Emeritus, AFREC@uaa.alaska.edu
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Nancy Schaefer, Professor Emeritus, AHNESA@uaa.alaska.edu
1a. School or College  
CH College of Health  

1b. Division  
ADSN Division of Nursing  

1c. Department  
NS  

2. Course Prefix  
NS  

3. Course Number  
A490  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3  

5b. Contact Hours  
(3+0)  

6. Complete Course Title  
Selected Topics in Nursing Practice  
Selected Topics in Nurs Prac  

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

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

9. Repeat Status Yes  
☐ # of Repeats 1  
☐ Max Credits 6  

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

11. Implementation Date  
semester/year  
From: Spring/2013  
To: /9999  

12. Cross Listed with N/A  
☐ Stacked with N/A  
☐ 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>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

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

13b. Coordination Email  
Date: 2/7/12  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 2/7/12  

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

15. Course Description (suggested length 20 to 50 words)  
Enhances and extends students’ understanding of a variety of nursing topics.  

16a. Course Prerequisite(s) (list prefix and number)  
(NS A204 and NS A216 and NS A300) with a minimum grade of C  

16b. Test Score(s)  
N/A  

16c. Co-requisite(s) (concurrent enrollment required)  
N/A  

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16e. Registration Restriction(s) (non-codable)  
RN license in State of Alaska  

17. ☑ Mark if course has fees  

18. ☑ Mark if course is a selected topic course  

19. Justification for Action  
Provides opportunity for students to examine a nursing topic in-depth and the role of nursing. Capitalizes on faculty interests and expertise. Special note: May repeat once with change of topic.  

Initiator (faculty only)  
Date  

Initiator (TYPE NAME)  
Date  

Approved  
Disapproved  
Dean/Director of School/College  
Date  

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Date  

Approved  
Disapproved  
Board Chairperson  
Date  

Approved  
Disapproved  
Provost or Designee  
Date  

117
I. Date of Initiation: February 2012

II. Curriculum Action Request
   A. School: College of Health
   B. Course Subject: NS
   C. Course Number: A490
   D. Number of Credits: 3
   E. Contact Hours: 3+0
   F. Course Program: Bachelor of Science, Nursing Science
   G. Course Title: Selected Topics in Nursing Practice
   H. Grading Basis: A-F
   I. Implementation Date: Spring 2013
   J. Cross-listed/Stacked: N/A
   K. Course Description: Enhances and extends students’ understanding of a variety of
      nursing topics.
   L. Course Prerequisites: (NS A204 and NS A216 and NS A300) with a minimum grade
      of C
   M. Test Scores: N/A
   N. Course Co-requisites: N/A
   O. Other Restrictions: Major
   P. Registration Restrictions: RN license in State of Alaska
   Q. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
   A. The instructor will:
      1. Provide an overview of nursing topics and guide students in their analysis.
      2. Present various roles of the nurse and how they interrelate and differ with the roles of
         other disciplines.
      3. Delineate how the issues of various nursing topics impact individuals, families and
         communities.
      4. Illustrate how the concepts of caring and evidence-based research, when used in
         appropriate therapeutic strategies, can lead to desired health outcomes.
B. 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>1. Use critical thinking to analyze nursing topics.</td>
<td>Class discussion, literature review, reflective journal, discussion board</td>
</tr>
<tr>
<td>2. Explore the role of the nurse and other disciplines.</td>
<td>Presentations, class discussions, discussion board</td>
</tr>
<tr>
<td>3. Appraise the impact of nursing on identified populations.</td>
<td>Exams, papers, quizzes</td>
</tr>
<tr>
<td>4. Integrate the concepts of caring and evidence-based research to articulate therapeutic strategies to meet the desired health outcomes.</td>
<td>Final reflective paper, presentation, case studies</td>
</tr>
</tbody>
</table>

IV. Course Level Justification – This is an elective course in the Bachelor of Science, Nursing Science program. As an elective course, it is designed to build upon and provide greater depth of content, expand critical thinking skills, and utilize research findings in the planning and provision of care.

V. Course Outline – Sample for Mental Health
Course Outline varies according to selected topic offered

Sample Outline for Perspectives on Grief, Death and Dying, and Palliative Care

A. Critical Thinking Using New Perspectives and Models
   1. Grief
   2. Death and Dying
   3. Palliative Care

B. Role of Nurse
   1. Advocate
   2. Educator
   3. Care giver
   4. Researcher
   5. Leader

C. Impact on Population
   1. Individual
   2. Family
   3. Community
D. Caring
   1. Implications for practice
   2. Grief process facilitation
   3. Acceptance of death and dying facilitation
   4. Palliative care reception
   5. Contemporary directions in bereavement care

VI. Required Texts – For all Selected Topics courses


VII. Suggested Text – Sample for Mental Health

   Varies according to topic


VIII. Bibliography – Sample for Mental Health

   Varies according to topic


To: College of Health Curriculum Committee

From: Gail Holtzman, MSN, CCRN, CNE

Associate Professor, Chair of Bachelor of Science, Nursing Science

RE: Addition of Program Outcomes to the Catalog

In accordance with new requirements for the catalog, we are submitting the program outcomes for the Bachelor of Science, Nursing Science Program in the School of Nursing. The outcomes apply to both the basic student track and the Registered Nurse Option track. These outcomes were revised and approved by the faculty in the program on January 9, 2012.

Student Learning Outcomes for Bachelor of Science, Nursing Science Program

1. Demonstrate critical thinking by making evidence-based nursing judgments through the use of intellectual, interpersonal, and technical competencies to promote safe and effective client-centered care.

2. Implement caring behaviors in the practice of professional nursing using established standards, evidence based practice, and innovation to prevent illness and promote and restore health in order to meet the changing needs of diverse individuals, families, groups, and communities.

3. Utilize principles of management and leadership to collaborate as a member of the interprofessional care team by using a spirit of inquiry to direct clinical nursing practice.

4. Compare and contrast roles of the professional nurse in promoting optimal health care and policies locally, nationally, and globally.

5. Develop an individual plan for ongoing professional development and professional identity.
1a. School or College  
CH College of Health  

1b. Division  
ADSN Division of Nursing  

1c. Department  
NS  

2. Complete Program Title/Prefix  
Bachelor of Science, Nursing Science  

3. Type of Program  
Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Science or Graduate: CHOOSE ONE  

4. Type of Action:  
PROGRAM  
☐ Add  
☒ Change  
☐ Delete  

PREFIX  
☐ Add  
☒ Change  
☐ Inactivate  

5. Implementation Date (semester/year)  
From: Fa/2012  
To: Sp/9999  

6a. Coordination with Affected Units  
Department, School, or College: NA  
Initiator Name (typed): Gail Holtzman  
Initiator Signed Initials: ___________  
Date: ___________  

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 2/14/2012  

6c. Coordination with Library Liaison  
Date: 2/14/2012  

7. Title and Program Description - Please attach the following:  
☒ Cover Memo  
☒ Catalog Copy in Word using the track changes function  

8. Justification for Action  
Meet the requirement from governance for the program outcomes to be printed in the catalog.  

Initiator (faculty only)  
Gail Holtzman  
Initiator (TYPE NAME)  

☐ Approved  
☐ Disapproved  

Dean/Director of School/College  
Date  

☐ Approved  
☐ Disapproved  

Undergraduate/Graduate Academic  
Date  

☐ Approved  
☐ Disapproved  

Board Chairperson  
Date  

☐ Approved  
☐ Disapproved  

Provost or Designee  
Date
Bachelor of Science, Nursing Science

Students pursuing the baccalaureate degree in Nursing Science are provided both the theory and clinical base to enable them to assess, plan, implement, and evaluate health care to meet the needs of individuals, families, groups, and communities whose health status varies qualitatively and quantitatively. Students working on a degree in Nursing Science may choose from two options: the Basic Student Option and the Registered Nurse Option.

At the completion of either the Basic Student Option or the Registered Nurse Option, graduate will have met the following Program Outcomes:

**Student Learning Outcomes for Bachelor of Science, Nursing Science Program**

1. Demonstrate critical thinking by making evidence-based nursing judgments through the use of intellectual, interpersonal, and technical competencies to promote safe and effective client-centered care.

2. Implement caring behaviors in the practice of professional nursing using established standards, evidence based practice, and innovation to prevent illness and promote and restore health in order to meet the changing needs of diverse individuals, families, groups, and communities.

3. Utilize principles of management and leadership to collaborate as a member of the interprofessional care team by using a spirit of inquiry to direct clinical nursing practice.

4. Compare and contrast roles of the professional nurse in promoting optimal health care and policies locally, nationally, and globally.

5. Develop an individual plan for ongoing professional development and professional identity.

Honors in Nursing

Students majoring in Nursing are eligible to graduate with departmental honors by satisfying the following requirements:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.

2. Meet the requirements for a BS in Nursing Science.

3. Earn a grade point average of 3.50 or higher in courses within the School of Nursing (courses with NS prefix).

4. Complete the following process
   a. Obtaining written support for the intent to graduate with honors from the individual’s faculty advisor.
   b. Notifying the chair of the baccalaureate program and the Baccalaureate Curriculum Committee in writing of the intent to graduate with honors prior to enrolling in the first semester of senior year classes.
   c. Obtaining approval to enroll in the honors electives from the baccalaureate chair and Baccalaureate Curriculum Committee prior to enrolling for first semester of senior year classes.

5. Satisfactorily complete the two honors electives* courses during the senior year of the baccalaureate Nursing program.

   NS A440 Nursing Honors I - Project Exploration
   NS A441 Nursing Honors II - Project Implementation

*These courses satisfy the required 3 hours of Nursing electives in the baccalaureate Nursing program.

Basic Student Option

**Admission Requirements**

Students who apply to the baccalaureate nursing major and who qualify for admissions to baccalaureate nursing majors are admitted as pre-nursing majors. Admissions as a pre-nursing major does not guarantee admission to the Nursing program. There are a limited number of seats available in each nursing course. Students must apply for admission to the nursing major during the semester in which
they are completing the final prerequisites for the first nursing courses (see No. 6 below). Applications must be submitted prior to 
October 1 in the fall semester, and February 1 in the spring semester. The School of Nursing strongly recommends that students submit 
their university application up to six months prior to the School of Nursing deadlines to ensure complete processing of the application 
and transcript evaluation. The process for advancement to the major and the formal admission to the Nursing program are:

1. UAA Certificate of Admission and transcript evaluations (if any) from the Office of Admissions.
2. Advising sessions with a School of Nursing advisor. The student attends a group advising session (call 907-786-4560 for pre-
recorded information on group advising session).
3. An extracted minimum grade point average of 2.70 for courses required for the Bachelor of Science, Nursing Science. The GPA is 
calculated using grades from all courses required for the nursing major and completed at the time of application to the Nursing 
major.
4. A grade of C or higher in all specified courses required for the nursing major.
5. Completion of specified prerequisite courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111/L</td>
<td>Human Anatomy and Physiology I with Laboratory (4)</td>
<td>8</td>
</tr>
<tr>
<td>BIOL A112/L</td>
<td>Human Anatomy and Physiology II with Laboratory (4)</td>
<td>8</td>
</tr>
<tr>
<td>CHEM A103/L</td>
<td>Survey of Chemistry with Laboratory (4)</td>
<td>8</td>
</tr>
<tr>
<td>CHEM A104/L</td>
<td>Introduction to Chemistry and Biochemistry with Laboratory (4)</td>
<td>6</td>
</tr>
<tr>
<td>ENGL A111</td>
<td>Methods of Written Communication (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL A213</td>
<td>Writing in the Social and Natural Sciences (3)</td>
<td></td>
</tr>
<tr>
<td>(ENGL A120, PHIL A101 or PHIL A201) or PSY A150</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Oral communication GER</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Humanities or fine arts or social science GER</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY or SOC from GER social science list</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

For students not required to take ENGL A111, another GER written communication course must be completed to total 6 
credits. For transfer students, grades from equivalent courses are substituted.

6. Enrollment in, or credit for,

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A240/L</td>
<td></td>
</tr>
<tr>
<td>PSY A150 or (ENGL A120, PHIL A101 or PHIL A201)</td>
<td>3</td>
</tr>
<tr>
<td>ANTH or ECON from social science GER list</td>
<td>3</td>
</tr>
<tr>
<td>Humanities or fine arts or social science GER</td>
<td>6</td>
</tr>
</tbody>
</table>

7. Applicants may not repeat any prerequisite course more than once.

8. Application to the baccalaureate nursing major. After completion of the first 34 credits, as outlined in No. 5, and during 
enrollment in courses outlined in No. 6, the student meets with the coordinator of student affairs to verify course completion 
and GPA and completes the application to the nursing major. The student may call (907) 786-4550 to set up an appointment.

9. School of Nursing Application and Confidential Required Information Form on file in the school.


11. A current Plan of Study signed by a School of Nursing advisor on file with the School of Nursing.

12. After completion of all the above steps, the student’s file is forwarded to the school’s Admissions Committee for acceptance 
into the nursing major. Formal admission to the nursing program is based on the student’s relative standing on the minimum
requirements outlined above. There are two deadlines for consideration by the committee: October 1 in the following fall semester and February 1 in the following spring semester.

13. Achievement of a C or higher in the specified courses for the major that are in progress when admission is sought (i.e., PSY A150, BIOL A240), and maintenance of a minimum 2.70 GPA until the semester of enrollment in beginning nursing courses (NS A204 and NS A216).

14. Preference will be given to residents of the State of Alaska as defined by the university’s policy on residency for tuition purposes.

**Clinical Requirements**

All students who are admitted to clinical nursing courses are required to provide copies of documentation of health, CPR and personal liability insurance prior to beginning those courses. Requirements marked with an asterisk (*) are considered valid only if the expiration date does not occur prior to the end of the semester of current enrollment:

1. **Evidence of:**
   a. Immunity to rubella and rubeola confirmed by titer;
   b. Immunity to hepatitis A and hepatitis B confirmed by titer (first-semester clinical students may be in the process of completing the immunization series, for those students, documentation of immunity by titer is required prior to entry into second-year courses);
   c. Diphtheria/tetanus vaccination within the last 10 years (booster required at time of expiration);
   d. Freedom from active tuberculosis, documented annually by negative PPD skin test or by health examination by a nurse practitioner, physician, or physician’s assistant.*
   e. Immunity to chicken pox confirmed by health history, titer, or immunization;
   f. Documentation of HIV testing annually (results not required).

2. **Current Health Provider Certification in Cardiopulmonary Resuscitation for infants, children and adults (information regarding acceptable courses may be obtained from the department).**

3. **Professional liability insurance in the amount of $1 million/$3 million; insurance must be maintained throughout the duration of the student’s enrollment in clinical nursing courses. (Specific information regarding acceptable professional liability insurance policies may be obtained directly from the program).**

4. **Results of a national level criminal background check. Students enrolled in clinical courses must provide their own transportation to clinical assignments and will be required to purchase uniforms and specialized equipment. The school assumes no responsibility for illnesses and injuries experienced by students in conjunction with their clinical experiences; students who are injured while completing clinical assignments are responsible for all associated medical costs. It is strongly recommended that students maintain personal medical insurance.**

**Academic Progress**

In order to progress within the baccalaureate nursing program, students must earn a satisfactory grade (C or higher or P) in all Nursing Sciences courses.

Re-enrollment: Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

Concurrent enrollment: Students enrolled in one course must be concurrently enrolled in all courses with that common number (NS A313, NS A313L; NS A315, NS A315L; NS A401, NS 401L; NS A406, NS A406L; NS A411, NS A411L, NS A416, NS A416L).

Basic student option progress: The four-semester clinical sequence must be completed in seven semesters and no more than a one-semester delay between sequential clinical courses will be permitted without validation of continued competence and currency.

**Graduation Requirements**

Students must complete the following graduation requirements:

**General University Requirements**

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.
General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the nursing program, some required prerequisite courses fulfill general education requirements.

Major Requirements

1. Complete all 44 credits of support courses for the Nursing Science major with a grade of C or better. Courses marked with an asterisk (*) must be completed prior to admission to clinical nursing courses:

   **ANTH or ECON General Education Requirement** 3
   *BIOL A111 Human Anatomy and Physiology I 4
   *BIOL A112 Human Anatomy and Physiology II 4
   *BIOL A240 Introductory Microbiology for Health Sciences 4
   *CHEM A103/L Survey of Chemistry with Laboratory 4
   *CHEM A104/L Introduction to Organic Chemistry and Biochemistry with Laboratory 4
   *DN A203 Nutrition for the Health Sciences 3
   *ENGL A213 Writing in the Social and Natural Sciences 3
   PHIL A302 Biomedical Ethics 3
   *PSY A150** Lifespan Development 3
   PSY or SOC General Education Course 3
   *Reasoning Skills:** 3
   ENGL A120, or PHIL A101, or PHIL A201
   STAT A252 Elementary Statistics (3) 3
   or
   STAT A307 Probability and Statistics (4)

   **Must be in addition to the required General Education Requirements.

2. Nursing Courses: Complete required nursing courses for the Nursing Science major (64 credits).

   NS A204 Technology and Nursing Informatics 3
   NS A216 Pathophysiology 4
   NS A300 Foundations of Nursing I 4
   NS A303 Foundations of Nursing II 3
   NS A303L Foundations of Nursing II Lab 5
   NS A309 Pharmacology in Nursing 3
   NS A313 Health Disruptions I 3
   NS A313L Health Disruptions I Lab 3
   NS A315 Health I: Nursing Therapeutics 3
   NS A315L Health I: Nursing Therapeutics Lab 3
   NS A400 Research in Nursing 3
   NS A401 Health Disruptions II 3
   NS A401L Health Disruptions II Lab 2.5
   NS A406 Nursing Therapeutics in Complex Health Disruptions 2
   NS A406L Nursing Therapeutics in Complex Health Disruptions Lab 2.5
   NS A411 Health II: Nursing Therapeutics 3
   NS A411L Health II: Nursing Therapeutics Lab 3
   NS A415 Nursing Management and Legal
Requirements.

6. baccalaureate

1. following prerequisites the

2. Registered Admission Requirements the

nursing program and may be accepted for transfer; in addition, credit by examination is available to satisfy some General Education Requirements. Additional information is available upon request.

3. A total of 126 credits is required for the degree; 42 credits must be upper division.

Registered Nurse Option

For students who hold current licensure as a Registered Professional Nurse in the state of Alaska, the school offers “RN-only” courses and sections within the nursing major designed to build upon the RN’s basic preparation and experience and to facilitate progress in meeting program objectives. Previous college credits are evaluated for comparability to established requirements within the program and may be accepted for transfer; in addition, credit by examination is available to satisfy some General Education Requirements. Additional information is available upon request.

Admission Requirements

Registered nurses returning to complete the baccalaureate degree in Nursing Science must successfully complete the same academic prerequisites as basic students. Students who apply to the baccalaureate nursing major and who qualify for admission to baccalaureate study are admitted as pre-nursing majors. Admission as a pre-nursing major does not guarantee admission to the nursing program. Registered Nurses must apply for admission to the nursing major during the semester in which they are completing the final prerequisites for NS A204. The deadlines for RN admission are twice a year on November 1 and March 1 for the following summer. Formal admission to the nursing program is based on the registered nurse’s relative standing on the following minimum requirements:

1. UAA Certificate of Admission and transcript evaluations from the Office of the Registrar.
2. Current licensure as a Registered Professional Nurse in the state of Alaska. Copy of licensure on file with the school.
3. A current Plan of Study signed by a nursing advisor and the RN student on file with the School of Nursing and Health Sciences. The student may call (907) 786-4550 to set up an advising session.
4. An extracted minimum grade point average of 2.00. The grade point average will be calculated using grades from all courses which are required for the nursing major that have been completed at the time of application to the major.
5. A grade of C or better in all specified courses required for the nursing major.
6. Completion of or credit for specified prerequisite courses (17 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM A103/L</td>
<td>Survey of Chemistry with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ENGL A111</td>
<td>Methods of Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A111, ENGL A120, PHIL A101, PHIL A201, or PSY A150</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Requirement</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

For students not required to take ENGL A111, another English composition course will be substituted. For transfer students, grades from equivalent courses will be substituted.

7. Enrollment in, or credit for,

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM A104/L</td>
<td>Introduction to Organic Chemistry and Biochemistry with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ENGL A120, PHIL A101, or PHIL A201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL A213</td>
<td>Writing in the Social and Natural Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

at the time of application to the major, on achieving a C in the specified courses for the major that are in progress when admission is sought (i.e., CHEM A104/L, BIOL A112), and on maintaining a minimum 2.00 grade point average until beginning nursing courses.
8. A School of Nursing and Health Sciences application on file in the school.

9. Three letters of reference, two of which must be a professional reference.

Registered Nurse students not formally admitted by UAA as a baccalaueate seeking student in the nursing program or admitted as pre-nursing majors are eligible to take the following courses:

Nursing electives for which prerequisites have been met.

**RN Clinical Requirements**

See Clinical Requirements under the Basic Student Option.

**RN Academic Progress**

See Academic Progress under the Basic Student Option.

**Graduation Requirements**

Students must complete the following graduation requirements:

**General University Requirements**

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

**General Education Requirements**

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the Nursing program, some required prerequisite courses fulfill general education requirements.

**Major Requirements**

1. Support Courses: Complete support courses for the Nursing Science major (44 credits). All support courses must be completed with a grade of C or better prior to admission to 300-level clinical nursing courses:

   - ANTH or ECON* General Education Requirement 3
   - BIOL A111 Human Anatomy & Physiology I 4
   - BIOL A112 Human Anatomy & Physiology II 4
   - BIOL A240 Introductory Microbiology for Health Sciences 4
   - CHEM A103/L Survey of Chemistry/Lab 4
   - CHEM A104/L Introduction to Organic Chemistry and Biochemistry/Lab 4
   - DN A203 Nutrition for the Health Sciences 3
   - ENGL A213 Writing in the Social and Natural Sciences 3
   - PHIL A302 Biomedical Ethics 3
   - PSY A150* Lifespan Development 3
   - PSY or SOC General Education Requirement 3
   - Reasoning Skills:* 3
   - ENGL A120, or PHIL A101, or PHIL A201
   - STAT A252 Elementary Statistics (3) 3
   - or
   - STAT A307 Probability and Statistics (4) 4

   *Must be in addition to the required General Education Requirements.

**RN Licensure Credit**

An accepted, degree-seeking UAA nursing student who has successfully passed the National Council Licensing Examination (NCLEX) and has current RN licensure in the state of Alaska may be granted the following UAA course credits (31 credits) upon admission to the nursing major:

- NS A216 Pathophysiology 4
NS A309 Pharmacology in Nursing 3
NS A303 Foundations of Nursing II 3
NS A303L Foundations of Nursing II Lab 5
NS A313 Health Disruptions I 3
NS A313L Health Disruptions I Lab 3
NS A401 Health Disruptions II 3
NS A401L Health Disruptions II Lab 2.5
NS A406 Nursing Therapeutics in Complex Health Disruptions 2.0
NS A406L Nursing therapeutics in Complex Health Disruption Laboratory 2.5

An administrative fee will be charged for these credits. To receive credits, the student must complete the appropriate form with a nursing advisor. Contact the School of Nursing (907) 786-4550 for further information.

2. Nursing courses for academic credit: Complete the following required nursing courses within the Nursing Science major (30 credits). Courses marked with an asterisk (*) must be completed with a grade of C or better prior to admission to 400-level clinical nursing courses.

*NS A205 Nursing Informatics 3
*NS A305 Health Assessment of Individuals 2
*NS A305L Health Assessment of Individuals Laboratory 1
*NS A308 Dimensions of Professional Nursing Practice 3
*NS A314 Health I for Registered Nurses 2
*NS A314L Health I for Registered Nurses Laboratory 2
NS A400 Nursing Research 3
NS A408 Complex Health Disruptions: Nursing Therapeutics 2
NS A408L Complex Health Disruptions: Nursing Therapeutics Lab 2
NS A411 Health II: Nursing Therapeutics 3
NS A411L Health II: Nursing Therapeutics Lab 3
NS A417 Management in Nursing 3
Nursing electives (upper division) 6

Three credits of nursing elective may be met with a current recognized nursing certification.

3. Complete elective credits to total 126 credits.

4. A total of 126 credits is required for the degree, 42 credits of which must be upper division.

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Jacque Woody, Assistant Professor, AFJLW@uaa.alaska.edu
Bachelor of Science, Nursing Science

Students pursuing the baccalaureate degree in Nursing Science are provided both the theory and clinical base to enable them to assess, plan, implement, and evaluate health care to meet the needs of individuals, families, groups, and communities whose health status varies qualitatively and quantitatively. Students working on a degree in Nursing Science may choose from two options: the Basic Student Option and the Registered Nurse Option.

At the completion of either the Basic Student Option or the Registered Nurse Option, graduate will have met the following Program Outcomes:

**Student Learning Outcomes for Bachelor of Science, Nursing Science Program**

1. Demonstrate critical thinking by making evidence-based nursing judgments through the use of intellectual, interpersonal, and technical competencies to promote safe and effective client-centered care.

2. Implement caring behaviors in the practice of professional nursing using established standards, evidence based practice, and innovation to prevent illness and promote and restore health in order to meet the changing needs of diverse individuals, families, groups, and communities.

3. Utilize principles of management and leadership to collaborate as a member of the interprofessional care team by using a spirit of inquiry to direct clinical nursing practice.

4. Compare and contrast roles of the professional nurse in promoting optimal health care and policies locally, nationally, and globally.

5. Develop an individual plan for ongoing professional development and professional identity.

Honors in Nursing

Students majoring in Nursing are eligible to graduate with departmental honors by satisfying the following requirements:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.

2. Meet the requirements for a BS in Nursing Science.

3. Earn a grade point average of 3.50 or higher in courses within the School of Nursing (courses with NS prefix).

4. Complete the following process
   a. Obtaining written support for the intent to graduate with honors from the individual’s faculty advisor.
   b. Notifying the chair of the baccalaureate program and the Baccalaureate Curriculum Committee in writing of the intent to graduate with honors prior to enrolling in the first semester of senior year classes.
   c. Obtaining approval to enroll in the honors electives from the baccalaureate chair and Baccalaureate Curriculum Committee prior to enrolling for first semester of senior year classes.

5. Satisfactorily complete the two honors electives* courses during the senior year of the baccalaureate Nursing program.

   - NS A440  Nursing Honors I - Project Exploration
   - NS A441  Nursing Honors II - Project Implementation

* These courses satisfy the required 3 hours of Nursing electives in the baccalaureate Nursing program.

Basic Student Option

Admission Requirements

Students who apply to the baccalaureate nursing major and who qualify for admissions to baccalaureate nursing majors are admitted as pre-nursing majors. Admissions as a pre-nursing major does not guarantee admission to the Nursing program. There are a limited number of seats available in each nursing course. Students must apply for admission to the nursing major during the semester in which they are completing the final prerequisites for the first nursing courses (see No. 6 below). Applications must be submitted prior to October 1 in the fall semester, and February 1 in the spring semester. The School of Nursing strongly recommends that students submit
their university application up to six months prior to the School of Nursing deadlines to ensure complete processing of the application and transcript evaluation. The process for advancement to the major and the formal admission to the Nursing program are:

1. UAA Certificate of Admission and transcript evaluations (if any) from the Office of Admissions.
2. Advising sessions with a School of Nursing advisor. The student attends a group advising session (call 907-786-4560 for prerecorded information on group advising session).
3. An extracted minimum grade point average of 2.70 for courses required for the Bachelor of Science, Nursing Science. The GPA is calculated using grades from all courses required for the nursing major and completed at the time of application to the Nursing major.
4. A grade of C or higher in all specified courses required for the nursing major.
5. Completion of specified prerequisite courses:
   (GER refers to UAA General Education Requirement)
   
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<th>Credits</th>
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<tr>
<td>BIOL A112/L</td>
<td>Human Anatomy and Physiology II with Laboratory (4)</td>
<td>8</td>
</tr>
<tr>
<td>CHEM A103/L</td>
<td>Survey of Chemistry with Laboratory (4)</td>
<td>8</td>
</tr>
<tr>
<td>CHEM A104/L</td>
<td>Introduction to Chemistry and Biochemistry with Laboratory (4)</td>
<td>6</td>
</tr>
<tr>
<td>ENGL A111</td>
<td>Methods of Written Communication (5)</td>
<td>6</td>
</tr>
<tr>
<td>ENGL A213</td>
<td>Writing in the Social and Natural Sciences (3)</td>
<td>3</td>
</tr>
<tr>
<td>(ENGL A120, PHIL A101 or PHIL A201) or PSY A150</td>
<td>3</td>
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<tr>
<td>Oral communication GER</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities or fine arts or social science GER</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY or SOC from GER social science list</td>
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<td></td>
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   For students not required to take ENGL A111, another GER written communication course must be completed to total 6 credits. For transfer students, grades from equivalent courses are substituted.

6. Enrollment in, or credit for,
   
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<td>4</td>
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<tr>
<td>PSY A150 or (ENGL A120, PHIL A101 or PHIL A201)</td>
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</tr>
<tr>
<td>ANTH or ECON from social science GER list</td>
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</tr>
<tr>
<td>Humanities or fine arts or social science GER</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

7. Applicants may not repeat any prerequisite course more than once.

8. Application to the baccalaureate nursing major. After completion of the first 34 credits, as outlined in No. 5, and during enrollment in courses outlined in No. 6, the student meets with the coordinator of student affairs to verify course completion and GPA and completes the application to the nursing major. The student may call (907) 786-4550 to set up an appointment.

9. School of Nursing Application and Confidential Required Information Form on file in the school.


11. A current Plan of Study signed by a School of Nursing advisor on file with the School of Nursing.

12. After completion of all the above steps, the student’s file is forwarded to the school’s Admissions Committee for acceptance into the nursing major. Formal admission to the nursing program is based on the student’s relative standing on the minimum requirements outlined above. There are two deadlines for consideration by the committee: October 1 in the following fall semester and February 1 in the following spring semester.
13. Achievement of a C or higher in the specified courses for the major that are in progress when admission is sought (i.e., PSY A150, BIOL A240), and maintenance of a minimum 2.70 GPA until the semester of enrollment in beginning nursing courses (NS A204 and NS A216).

14. Preference will be given to residents of the State of Alaska as defined by the university’s policy on residency for tuition purposes.

Clinical Requirements

All students who are admitted to clinical nursing courses are required to provide copies of documentation of health, CPR and personal liability insurance prior to beginning those courses. Requirements marked with an asterisk (*) are considered valid only if the expiration date does not occur prior to the end of the semester of current enrollment:

1. Evidence of:
   a. Immunity to rubella and rubeola confirmed by titer;
   b. Immunity to hepatitis A and hepatitis B confirmed by titer (first-semester clinical students may be in the process of completing the immunization series, for those students, documentation of immunity by titer is required prior to entry into second-year courses);
   c. Diphtheria/tetanus vaccination within the last 10 years (booster required at time of expiration);
   d. Freedom from active tuberculosis, documented annually by negative PPD skin test or by health examination by a nurse practitioner, physician, or physician’s assistant.*
   e. Immunity to chicken pox confirmed by health history, titer, or immunization;
   f. Documentation of HIV testing annually (results not required).

2. Current Health Provider Certification in Cardiopulmonary Resuscitation for infants, children and adults (information regarding acceptable courses may be obtained from the department).*

3. Professional liability insurance in the amount of $1 million/$3 million; insurance must be maintained throughout the duration of the student’s enrollment in clinical nursing courses. (Specific information regarding acceptable professional liability insurance policies may be obtained directly from the program).*

4. Results of a national level criminal background check. Students enrolled in clinical courses must provide their own transportation to clinical assignments and will be required to purchase uniforms and specialized equipment. The school assumes no responsibility for illnesses and injuries experienced by students in conjunction with their clinical experiences; students who are injured while completing clinical assignments are responsible for all associated medical costs. It is strongly recommended that students maintain personal medical insurance.

Academic Progress

In order to progress within the baccalaureate nursing program, students must earn a satisfactory grade (C or higher or P) in all Nursing Sciences courses.

Re-enrollment: Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

Concurrent enrollment: Students enrolled in one course must be concurrently enrolled in all courses with that common number (NS A313, NS A313L; NS A315, NS A315L; NS A401, NS 401L; NS A406, NS A406L; NS A411, NS A411L, NS A416, NS A416L).

Basic student option progress: The four-semester clinical sequence must be completed in seven semesters and no more than a one-semester delay between sequential clinical courses will be permitted without validation of continued competence and currency.

Graduation Requirements

Students must complete the following graduation requirements:

General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.
**General Education Requirements**

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the nursing program, some required prerequisite courses fulfill general education requirements.

**Major Requirements**

1. Complete all 44 credits of support courses for the Nursing Science major with a grade of C or better. Courses marked with an asterisk (*) must be completed prior to admission to clinical nursing courses:

   **ANTH or ECON General Education Requirement**  3
   *Biol. A111 Human Anatomy and Physiology I**  4
   *Biol. A112 Human Anatomy and Physiology II**  4
   *Biol. A240 Introductory Microbiology for Health Sciences**  4
   *Chem. A103/L Survey of Chemistry with Laboratory**  4
   *Chem. A104/L Introduction to Organic Chemistry and Biochemistry with Laboratory**  4
   *Dn. A203 Nutrition for the Health Sciences**  3
   *Engr. A213 Writing in the Social and Natural Sciences**  3
   *Phil. A302 Biomedical Ethics**  3
   *Psy. A150** Lifespan Development  3
   Psy or SOC General Education Course  3
   *Reasoning Skills**  3
   Engr. A120, or Phil. A101, or Phil. A201
   Stat. A252 Elementary Statistics (3)  3
   or
   **Must be in addition to the required General Education Requirements.

2. Nursing Courses: Complete required nursing courses for the Nursing Science major (64 credits).

   NS A204 Technology and Nursing Informatics  3
   NS A216 Pathophysiology  4
   NS A300 Foundations of Nursing I  4
   NS A303 Foundations of Nursing II  3
   NS A303L Foundations of Nursing II Lab  5
   NS A309 Pharmacology in Nursing  3
   NS A313 Health Disruptions I  3
   NS A313L Health Disruptions I Lab  3
   NS A315 Health I: Nursing Therapeutics  3
   NS A315L Health I: Nursing Therapeutics Lab  3
   NS A400 Research in Nursing  3
   NS A401 Health Disruptions II  3
   NS A401L Health Disruptions II Lab  2.5
   NS A406 Nursing Therapeutics in Complex Health Disruptions  2
   NS A406L Nursing Therapeutics in Complex Health Disruptions Lab  2.5
   NS A411 Health II: Nursing Therapeutics  3
   NS A411L Health II: Nursing Therapeutics Lab  3
   NS A415 Nursing Management and Legal

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Registered Admission Requirements

1. A total of 126 credits is required for the degree; 42 credits must be upper division.

Registered Nurse Option

For students who hold current licensure as a Registered Professional Nurse in the state of Alaska, the school offers “RN-only” courses and sections within the nursing major designed to build upon the RN’s basic preparation and experience and to facilitate progress in meeting program objectives. Previous college credits are evaluated for comparability to established requirements within the program and may be accepted for transfer; in addition, credit by examination is available to satisfy some General Education Requirements. Additional information is available upon request.

Admission Requirements

Registered nurses returning to complete the baccalaureate degree in Nursing Science must successfully complete the same academic prerequisites as basic students. Students who apply to the baccalaureate nursing major and who qualify for admission to baccalaureate study are admitted as pre-nursing majors. Admission as a pre-nursing major does not guarantee admission to the nursing program. Registered Nurses must apply for admission to the nursing major during the semester in which they are completing the final prerequisites for NS A204. The deadlines for RN admission are twice a year on November 1 and March 1 for the following summer. Formal admission to the nursing program is based on the registered nurse’s relative standing on the following minimum requirements:

1. UAA Certificate of Admission and transcript evaluations from the Office of the Registrar.
2. Current licensure as a Registered Professional Nurse in the state of Alaska. Copy of licensure on file with the school.
3. A current Plan of Study signed by a nursing advisor and the RN student on file with the School of Nursing and Health Sciences. The student may call (907) 786-4550 to set up an advising session.
4. An extracted minimum grade point average of 2.00. The grade point average will be calculated using grades from all courses which are required for the nursing major that have been completed at the time of application to the major.
5. A grade of C or better in all specified courses required for the nursing major.
6. Completion of or credit for specified prerequisite courses (17 credits):
   - BIOL A111 Human Anatomy and Physiology I 4
   - CHEM A103/1 Survey of Chemistry with Laboratory 4
   - ENGL A111 Methods of Written Communication 3
   - COMM A111, ENGL A120, PHIL A101, PHIL A201, or PSY A150 3
   - General Education Requirement 3
   - For students not required to take ENGL A111, another English composition course will be substituted. For transfer students, grades from equivalent courses will be substituted.
7. Enrollment in, or credit for,
   - BIOL A112 Human Anatomy and Physiology II 4
   - CHEM A104/1 Introduction to Organic Chemistry and Biochemistry with Laboratory 4
   - ENGL A120, PHIL A101, or PHIL A201 3
   - ENGL A213 Writing in the Social and Natural Sciences 3
   - At the time of application to the major, on achieving a C in the specified courses for the major that are in progress when admission is sought (i.e., CHEM A104/1, BIOL A112), and on maintaining a minimum 2.00 grade point average until beginning nursing courses.
8. A School of Nursing and Health Sciences application on file in the school.

9. Three letters of reference, at least two of which must be a professional reference. Registered Nurse students not formally admitted by UAA as a baccalaureate seeking student in the nursing program or admitted as pre-nursing majors are eligible to take the following courses:

   Nursing electives for which prerequisites have been met.

**RN Clinical Requirements**

See Clinical Requirements under the Basic Student Option.

**RN Academic Progress**

See Academic Progress under the Basic Student Option.

**Graduation Requirements**

Students must complete the following graduation requirements:

**General University Requirements**

   Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

**General Education Requirements**

   Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the Nursing program, some required prerequisite courses fulfill general education requirements.

**Major Requirements**

1. Support Courses: Complete support courses for the Nursing Science major (44 credits). All support courses must be completed with a grade of C or better prior to admission to 300-level clinical nursing courses:

   - ANTH or ECON* General Education Requirement 3
   - BIOL A111 Human Anatomy & Physiology I 4
   - BIOL A112 Human Anatomy & Physiology II 4
   - BIOL A240 Introductory Microbiology for Health Sciences 4
   - CHEM A103/L Survey of Chemistry/Lab 4
   - CHEM A104/L Introduction to Organic Chemistry and Biochemistry/Lab 4
   - DN A203 Nutrition for the Health Sciences 3
   - ENGL A213 Writing in the Social and Natural Sciences 3
   - PHIL A302 Biomedical Ethics 3
   - PSY A150* Lifespan Development 3
   - PSY or SOC General Education Requirement 3
   - Reasoning Skills:* 3
   - ENGL A120, or PHIL A101, or PHIL A201 3
   - STAT A252 Elementary Statistics (3) or
   - STAT A307 Probability and Statistics (4)

   *Must be in addition to the required General Education Requirements.

**RN Licensure Credit**

An accepted, degree-seeking UAA nursing student who has successfully passed the National Council Licensure Examination (NCLEX) and has current RN licensure in the state of Alaska may be granted the following UAA course credits (26 credits) upon admission to the nursing major:

   - NS A216 Pathophysiology 4
2. Nursing courses for academic credit: Complete the following required nursing courses within the Nursing Science major (35 credits). Courses marked with an asterisk (*) must be completed with a grade of C or better prior to admission to 400-level clinical nursing courses.

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<tr>
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<tbody>
<tr>
<td>NS A205</td>
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<tr>
<td>NS A305</td>
<td>Health Assessment of Individuals</td>
<td>2</td>
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<tr>
<td>NS A305L</td>
<td>Health Assessment of Individuals Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NS A308</td>
<td>Dimensions of Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NS A314</td>
<td>Health I for Registered Nurses</td>
<td>2</td>
</tr>
<tr>
<td>NS A314L</td>
<td>Health I for Registered Nurses Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>NS A400</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NS A408</td>
<td>Complex Health Disruptions: Nursing Therapeutics</td>
<td>2</td>
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<td></td>
<td>Nursing Therapeutics Lab</td>
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<td>NS A411</td>
<td>Health II: Nursing Therapeutics</td>
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<td>NS A411L</td>
<td>Health II: Nursing Therapeutics Lab</td>
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</tr>
<tr>
<td>NS A417</td>
<td>Management in Nursing</td>
<td>3</td>
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<tr>
<td></td>
<td>Nursing electives (upper division)</td>
<td>6</td>
</tr>
</tbody>
</table>

Three credits of nursing elective may be met with a current recognized nursing certification.

3. Complete elective credits to total 126 credits.

4. A total of 126 credits is required for the degree, 42 credits of which must be upper division.

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Lorraine Cervis, Assistant Professor, AFI MD1@uaa.alaska.edu

Comment [gmh3]: Addition of these 2 courses to the RN Licensure Credit list based on the deletion of NSA408 & NSA408L. This change is currently in the approval process.

Comment [gmh4]: These courses currently in process of being deleted since RNs had this content in their original program.

Field Code Changed
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<th>Title and Email</th>
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<tbody>
<tr>
<td>Carol Clouse</td>
<td>Assistant Professor, <a href="mailto:AFCFC@uaa.alaska.edu">AFCFC@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>Carol Coose</td>
<td>Associate Professor/AAS Program Chair, <a href="mailto:AFCMD2@uaa.alaska.edu">AFCMD2@uaa.alaska.edu</a></td>
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<tr>
<td>Catherine d'Albertis</td>
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</tr>
<tr>
<td>Tina DeLapp</td>
<td>Associate Professor, <a href="mailto:AFTD@uaa.alaska.edu">AFTD@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>Kathleen D’Allaird</td>
<td>Associate Professor, <a href="mailto:AFCPP@uaa.alaska.edu">AFCPP@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>Elizabeth Driscoll</td>
<td>Term Assistant Professor, <a href="mailto:AFTMD@uaa.alaska.edu">AFTMD@uaa.alaska.edu</a></td>
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<tr>
<td>Pamela Embler</td>
<td>Assistant Professor, <a href="mailto:AFTPE@uaa.alaska.edu">AFTPE@uaa.alaska.edu</a></td>
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<tr>
<td>Martha Fewers</td>
<td>Associate Professor, <a href="mailto:AFMBF@uaa.alaska.edu">AFMBF@uaa.alaska.edu</a></td>
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<tr>
<td>Michelle Gerhardt</td>
<td>Assistant Professor, <a href="mailto:mjgerhardt@alaska.edu">mjgerhardt@alaska.edu</a></td>
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<tr>
<td>Janet Glasson</td>
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<tr>
<td>Fredericka Gilge</td>
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<td>Carolee Gonzalez</td>
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<tr>
<td>Thomas Hendrix</td>
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<tr>
<td>Gail Holtzman</td>
<td>Associate Professor/BS Program Chair, <a href="mailto:AFGM@uaa.alaska.edu">AFGM@uaa.alaska.edu</a></td>
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<td>Patricia Hong</td>
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<tr>
<td>Jill Janda</td>
<td>Professor/Graduate Program Chair, <a href="mailto:AFIJR@uaa.alaska.edu">AFIJR@uaa.alaska.edu</a></td>
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<tr>
<td>Helena Jermakovic</td>
<td>Assistant Professor, <a href="mailto:AFHJ@uaa.alaska.edu">AFHJ@uaa.alaska.edu</a></td>
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<tr>
<td>Cindy Jones</td>
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<td>Colleen Kelly</td>
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<tr>
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<tr>
<td>Dorothy Kinley</td>
<td>Term Instructor, <a href="mailto:AFDK@uaa.alaska.edu">AFDK@uaa.alaska.edu</a></td>
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<tr>
<td>Rita Kitts</td>
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<tr>
<td>Carol Klamser</td>
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<tr>
<td>Shirley LaForce</td>
<td>Associate Professor, <a href="mailto:FSL@uaa.alaska.edu">FSL@uaa.alaska.edu</a></td>
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<tr>
<td>Patricia Lynes-Hayes</td>
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<tr>
<td>Angela Morris</td>
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<tr>
<td>Christine Muma</td>
<td>Professor Emerita, <a href="mailto:AFMM@uaa.alaska.edu">AFMM@uaa.alaska.edu</a></td>
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<td>Carol Nash</td>
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<tr>
<td>Lorraine Northrup</td>
<td>Assistant Professor, <a href="mailto:AFNM@uaa.alaska.edu">AFNM@uaa.alaska.edu</a></td>
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<tr>
<td>Maureen O'Malley</td>
<td>Assistant Professor/Interim Assoc. director, <a href="mailto:AFMRO@uaa.alaska.edu">AFMRO@uaa.alaska.edu</a></td>
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<tr>
<td>Sharon Paskay</td>
<td>Term Assistant Professor, <a href="mailto:ASMP@uaa.alaska.edu">ASMP@uaa.alaska.edu</a></td>
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<td>Nadia Parker</td>
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<tr>
<td>Elizabeth Prederger</td>
<td>Professor, <a href="mailto:AFEPA@uaa.alaska.edu">AFEPA@uaa.alaska.edu</a></td>
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<td>Erin Pringle</td>
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<tr>
<td>Annette Rearden</td>
<td>Assistant Professor, <a href="mailto:AATK@uaa.alaska.edu">AATK@uaa.alaska.edu</a></td>
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<tr>
<td>Connie Roseman</td>
<td>Assistant Professor, <a href="mailto:ACFR@uaa.alaska.edu">ACFR@uaa.alaska.edu</a></td>
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<tr>
<td>Carol “Lynn” Senunet</td>
<td>Assistant Professor, <a href="mailto:IFCL@uaa.alaska.edu">IFCL@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>Maria Sistrom</td>
<td>Term Associate Professor, <a href="mailto:MGSTR@uaa.alaska.edu">MGSTR@uaa.alaska.edu</a></td>
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<td>Rena Spieker</td>
<td>Assistant Professor, <a href="mailto:AFIS@uaa.alaska.edu">AFIS@uaa.alaska.edu</a></td>
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<tr>
<td>Kathleen Stephenson</td>
<td>Associate Professor, <a href="mailto:AFKSS@uaa.alaska.edu">AFKSS@uaa.alaska.edu</a></td>
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<tr>
<td>Cynthia Strobeck</td>
<td>Assistant Professor, <a href="mailto:CDSTROB@uaa.alaska.edu">CDSTROB@uaa.alaska.edu</a></td>
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<tr>
<td>Catherine Sullivan</td>
<td>Assistant Associate Professor, <a href="mailto:AFCHS@uaa.alaska.edu">AFCHS@uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Biology

2. Course Prefix
BIOL

3. Course Number
A461L

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

5b. Contact Hours
(Lecture + Lab) (0+6)

6. Complete Course Title
Molecular Biology Laboratory

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
- ☐ Other Restrictions
- ☒ Class Level
- ☐ College Major
- ☐ Other (please specify)

9. Repeat Status
No
# of Repeats
N/A
Max Credits
N/A

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: SPRING/2013
To: XX/9999

12. ☐ Cross Listed with
☒ Stacked with BIOL A661L

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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<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
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<tr>
<td>3.</td>
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Initiator Name (typed): Ben Harrison
Initiator Signed Initials: _________
Date:________________

13b. Coordination Email
Date: 04-26-2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 04-26-2012

14. General Education Requirement
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)
A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills.

16a. Course Prerequisite(s) (list prefix and number)
BIOL A461, with minimum grade of C, or concurrent enrollment

16b. Test Score(s)
N/A

16c. Co-requisite(s) (concurrent enrollment required)
BIOL A461 unless completed with a minimum of C

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)
N/A

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Students enrolled in BIOL A461 have frequently requested a laboratory to provide hands-on understanding of the molecular methodologies discussed in the lecture course. Most molecular biology courses at other institutions have associated laboratories, and a laboratory will significantly enhance the learning experience in BIOL A461. Changing the BIOL A461L from one credit to three reflects the significant time commitment of students in the course (6hrs in lab per week), and will attract students to the course when it does not run concurrently with the lecture course. Stacking this course with BIOL A661L will enable the course to include graduate students who will learn mentorship skills, facilitate advanced experimentation, and represent different areas of active research at UAA.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jocelyn Krebs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
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</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
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<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
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<tr>
<td>Provost or Designee</td>
<td></td>
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<tr>
<td></td>
<td>Approved</td>
<td>Disapproved</td>
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</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Implementation Date: Spring 2012.

II. Course Information
A. College: College of Arts and Sciences.
B. Course Subject/Number: BIOL A461L.
C. Course Title: Molecular Biology Laboratory.
D. Course Description: A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills. May be stacked with: BIOL A661L.
E. Credit Hours: 3.0
F. Contact Hours: 0+6.
G. Grading Basis: A-F.
H. Status of Course Relative to Degree Program: Elective course for BA-Biological Sciences, BS-Biological Sciences majors, Biology minors; BS Natural Sciences major.
I. Lab Fees (Yes/No): Yes.
J. Coordination: UAA Faculty Listserv, UAA Deans and Directors.
K. Prerequisites/Corequisite: BIOL A461, with minimum grade of C, or concurrent enrollment
L. Registration Restrictions: None

III. Course Activities:
This is a laboratory class meeting for two 3 hour sessions per week for 15 weeks.

IV. Evaluation:
Course grading is A-F. The evaluation methods, while at the discretion of the faculty member teaching the course, may include participation in group discussions and experimental work, reading and interpreting primary scientific literature and a presentation of project outcomes.

V. Course Level Justification:
Designed for Biological and Natural Sciences majors as an elective undergraduate
course comparable to 400-level molecular biology laboratory courses offered at other universities. This course covers the practical applications of molecular biology, cell biology, genetics and genomics essential to the student's ability to succeed in biological research and integrate content with other upper division courses in biological sciences.

VI. Course Outline

1.0 Research Project Proposals
   1.1 Choice of topic and experimental system
      1.1.1 Developing a research project from a topic of interest
      1.1.2 Choosing an effective model organism or model system
   1.2 Experimental design
      1.2.1 Developing research aims
      1.2.2 Developing hypotheses and designing experiments to address them
      1.2.3 Elaborating experimental protocols

2.0 Experimentation
   2.1 Practical methodology
      2.1.1 Chemical safety
      2.1.2 Handling reagents and making solutions
      2.1.3 Biological media and organism care
      2.1.4 Biological assays and molecular techniques
      2.1.5 Data collection
   2.2 Data analysis
      2.2.1 Qualitative data analysis
      2.2.2 Quantitative data analysis
      2.2.3 Critical analysis and troubleshooting

3.0 Research communication
   3.1 In-lab journal article presentation/discussion
   3.2 In-lab research project presentation/discussion
   3.3 Research Proposal
      3.3.1 Peer review
   3.4 Primary research manuscript
   3.5 Oral presentation to a scientific audience - In-class presentation
   3.6 Poster presentation

VII. Instructional Goals and Student Learning Outcomes:

A. The instructor will:
   Support the development of group projects aimed at investigating one or more biological phenomena using molecular approaches. This includes facilitating the discussion of research topics, the developments of research aims and experimental design. The instructor will provide review and critical analysis of student proposals in addition to the student-to-student peer review.

B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>

| 2 | BIO L A 4 6 1 L C C G |
Develop an experimental research plan, including the elaboration of research aims and experimental strategies, and the evaluation of similar research proposals. | Oral literature summary, written proposal, group discussion and peer review.

Demonstrate competency in molecular laboratory technique including, in vitro DNA/RNA protein methods, genomics and gene expression analysis. | Laboratory exercises and group discussion.

Communicate, to an audience of scientific peers, their project as primary scientific research. | Oral presentation, primary research paper.

### VIII. Suggested Text(s):

Barker K. 1998. At the Bench: A Laboratory Navigator. CSHL Press, Woodbury, NY

### IX. Bibliography:

Journal articles from the primary literature (Science, Nature, Cell, EMBO J, Cell and Molecular Biology, etc) related to student research projects.

Web-based resources for project development and data analysis, including genomic analysis (NCBI and model organism databases), microarray and image analysis platforms (Image J and MAGIC Tool), and DNA sequence analysis.

Reference books related to student research topics and model systems, including:


# 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>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biology</td>
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<table>
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<th>5b. Contact Hours</th>
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<td>A661L</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab)</td>
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<tr>
<td>Advanced Molecular Biology Laboratory</td>
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<td>☐ Non-credit</td>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- Class
- Major
- Other (please specify)

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| 17. ☒ Mark if course has fees |

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolled in BIOL A661 have frequently requested a laboratory to provide hands-on understanding of the molecular methodologies discussed in the lecture course, particularly when their graduate thesis work involves molecular approaches - an increasingly common trend. Most molecular biology courses at other institutions have associated laboratories, and a laboratory will significantly enhance the learning experience in BIOL A661. Stacking this course with BIOL A461L will enable BIOL A661L students to gain mentorship experience and pursue more elaborate research projects.</td>
</tr>
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<p>| 146 |</p>
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Jocelyn Krebs</td>
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<th>Provost or Designee</th>
<th>Date</th>
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147
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Implementation Date: Spring 2012.

II. Course Information
   A. College: College of Arts and Sciences.
   B. Course Subject/Number: BIOL A661L.
   C. Course Title: Molecular Biology Laboratory.
   D. Course Description: A practical implementation of the theory learned in BIOL A661, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn and practice experimental design, proposal writing, and oral and written presentation skills, lead research groups, and learn mentorship skills.
   E. Credit Hours: 3.0
   F. Contact Hours: 0+6.
   G. Grading Basis: A-F.
   H. Status of Course Relative to Degree Program: Elective course for graduate students studying at UAA.
   I. Lab Fees (Yes/No): Yes.
   J. Coordination: UAA Faculty Listserv, UAA Deans and Directors.
   K. Prerequisites/Corequisite: BIOL A661, with minimum grade of C, or concurrent enrollment
   L. Registration Restrictions: None

III. Course Activities: This is a laboratory class meeting for two 3 hour sessions per week for 15 weeks.

IV. Evaluation:

   Course grading is A-F. The evaluation methods, while at the discretion of the faculty member teaching the course, may include participation in group discussions and experimental work, reading and interpreting primary scientific literature and a presentation of project outcomes.

V. Course Level Justification: Designed for graduate students in the biological sciences as an elective graduate course comparable to 600-level molecular biology laboratory courses offered at other universities. This course covers the practical applications of molecular biology, cell biology, genetics and genomics essential to the student's ability to succeed in biological research and apply this content to research topics in the
biological sciences.

VI. Course Outline

1.0 Research Project Proposals
   1.1 Choice of topic and experimental system
      1.1.1 Developing a research project from a topic of interest
      1.1.2 Choosing an effective model organism or model system
   1.2 Experimental design
      1.2.1 Developing research aims
      1.2.2 Developing hypotheses and designing experiments to address them
      1.2.3 Elaborating experimental protocols

2.0 Experimentation
   2.1 Practical methodology
      2.1.1 Chemical safety
      2.1.2 Handling reagents and making solutions
      2.1.3 Biological media and organism care
      2.1.4 Biological assays and molecular techniques
      2.1.5 Data collection
   2.2 Data analysis
      2.2.1 Qualitative data analysis
      2.2.2 Quantitative data analysis
      2.2.3 Critical analysis and troubleshooting

3.0 Research communication
   3.1 In-lab journal article presentation/discussion
   3.2 In-lab research project presentation/discussion
   3.3 Research Proposal
      3.3.1 Peer review
   3.4 Primary research manuscript
   3.5 Oral presentation to a scientific audience - In-class presentation
   3.6 Poster presentation

VII. Instructional Goals and Student Learning Outcomes:

A. The instructor will:
   Support the development of group projects aimed at investigating one or more biological phenomena using molecular approaches. This includes facilitating the discussion of research topics, the developments of research aims and experimental design. The instructor will provide review and critical analysis of student proposals in addition to the student-to-student peer review.

B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an experimental research plan, including the elaboration of research aims and experimental strategies, and the</td>
<td>Oral literature summary, written proposal, group discussion and peer review.</td>
</tr>
</tbody>
</table>
evaluation of similar research proposals.

| Demonstrate competency in molecular laboratory technique including, in vitro DNA/RNA protein methods, genomics and gene expression analysis. | Laboratory exercises and group discussion. |
| Lead a small research team by coordinating group activity, maintaining communication and coordination of group efforts in written work and oral presentation | Laboratory exercises, primary research, written proposals, oral presentation and group discussion. |
| Communicate, to an audience of scientific peers, their project as primary scientific research. | Oral presentation, primary research paper. |

VIII. Suggested Text(s):

Barker K. 1998. At the Bench: A Laboratory Navigator. CSHL Press, Woodbury, NY

IX. Bibliography:

Journal articles from the primary literature (Science, Nature, Cell, EMBO J, Cell and Molecular Biology, etc) related to student research projects.

Web-based resources for project development and data analysis, including genomic analysis (NCBI and model organism databases), microarray and image analysis platforms (Image J and MAGIC Tool), and DNA sequence analysis.

Reference books related to student research topics and model systems, including:


1a. School or College  
KP KPC  

1b. Division  
AMAP Division of Mining Petroleum  

1c. Department  
Business & Industry  

2. Course Prefix  
PRT  

3. Course Number  
A170  

4. Previous Course Prefix & Number  
PRT A294  

5a. Credits/CEUs  
3  

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

6. Complete Course Title  
Renewable Energy Production & Operation  

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

8. Type of Action:  
☑ 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: Spring/2013  
To: /9999  

12. ☐ Cross Listed with  

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>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
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</table>

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

13b. Coordination Email  
Date: 4/24/12  
(submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 4/24/12  

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

15. Course Description (suggested length 20 to 50 words)  
Surveys renewable energy production systems and their operation. Includes technical development, economic viability, grid integration, energy storage, and location issues. Overview of Alaska renewable energy production systems.  

16a. Course Prerequisite(s) (list prefix and number)  
MATH A055  

16b. Test Score(s)  
N/A  

16c. Co-requisite(s) (concurrent enrollment required)  
N/A  

16d. Other Restriction(s)  
☐ College  
☐ Major  
☐ Class  
☐ Level  

16e. Registration Restriction(s) (non-codable)  
N/A  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Provide choice for electives. Addresses renewable energy operations, viability and contribution in the changing world of energy production.  

Initiator (faculty only)  
Henry W. Haney  
Initiator (TYPE NAME)  

Approved  
Disapproved  

Dean/Director of School/College  
Date  

Approved  
Disapproved  

Undergraduate/Graduate Academic  
Board Chairperson  
Date  

Approved  
Disapproved  

Provost or Designee  
Date
### NEW COURSE: PRT A170

<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (course or program)</th>
<th>Course Impacts examples: prerequisite, corequisite, recommended</th>
<th>Program Impacts examples: requirement, elective, program credit total</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted</th>
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<td>Mechanical Engineering BS</td>
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<td></td>
<td>435</td>
<td>4/24/12</td>
<td>Jeff Hoffman - UAA</td>
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<td>Renewable Energy Certificate</td>
<td>Requirement</td>
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<td>Dan Mielke - MatSu</td>
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<td>Applied Technology</td>
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<td>Lorraine Stewart - KOC</td>
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<td>Process Technology AAS</td>
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<td>Renewable Energy Research</td>
<td>Research Topic</td>
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<td>Thomas M. Ravens - UAA</td>
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<td>Matt Cullin - UAA</td>
</tr>
</tbody>
</table>

152
University of Alaska Anchorage
Kenai Peninsula College
Course Content Guide

I. Initiation Date: March 28, 2012

II. Course Information

A. College: Kenai Peninsula College
B. Course Title: Renewable Energy Production & Operation
C. Course Subject/Number: PRT A170
D. Credit: 3.0 credits
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: Surveys renewable energy production systems and their operation. Includes technical development, economic viability, grid integration, energy storage, and location issues. Overview of Alaska renewable energy production systems.

H. Status of course relative to degree or certificate programs: Elective for PRT AAS
I. Lab Fee: None
J. Coordination: Individual e-mails
K. Course Prerequisite: MATH A055
L. Registration Restrictions: None

III. Course Level Justification
Introduces a field of knowledge and develops basic skills.

IV. Instructional Goals
The instructor will:
A. Introduce the changing world of energy production.
B. Present the history of selected renewable energy resources.
C. Describe different types of renewable energy production systems, their locations, current and future economic viability.
D. Describe specific theory of operation and equipment terminology for each renewable energy production system.
E. Cover grid integration challenges and energy storage techniques within current and future infrastructure.
F. Present an overview of current and future renewable energy production within the State of Alaska.
V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify different types of renewable energy resources.</td>
<td>Homework and/or testing</td>
</tr>
<tr>
<td>B. Describe basic theory of operation, equipment and terminology.</td>
<td>Homework and/or testing</td>
</tr>
<tr>
<td>C. Sketch basic process flows.</td>
<td>Homework and/or testing</td>
</tr>
<tr>
<td>D. Describe grid integration and energy storage techniques.</td>
<td>Homework and/or testing</td>
</tr>
<tr>
<td>E. Describe location and economic issues.</td>
<td>Homework and/or testing</td>
</tr>
<tr>
<td>F. Describe current renewable energy use and potential production in Alaska.</td>
<td>Homework and/or testing</td>
</tr>
</tbody>
</table>

VI. Course Content Outline

A. Introduction
   1. Overview and history of the present world of energy production
   2. Current and future viability of renewable energy resources
   3. Current and future modeling of the systematic grid integration
   4. Economic considerations of renewable energy resource production

B. Hydroelectric
   1. Large Hydroelectric dams
   2. Small Hydroelectric dams
   3. Dam systems
   4. Run-of-the-river
   5. Dam operations

C. Wind
   1. Horizontal type
   2. Vertical type
   3. Onshore
   4. Offshore
   5. Wind farm operations

D. Geothermal
   1. Location
   2. Facility production types
   3. Cascade systems
   4. Geothermal operations

E. Bio-mass
   1. Sources
   2. Types of fuel
   3. Types of equipment
   4. Bio-mass operations
F. Solar
1. Thermal type
2. Thermal operations
3. Voltaic type
4. Voltaic operations

G. Tidal
1. Barrage systems
2. Tide cycle issues
3. In-stream systems
4. Environmental issues
5. Tidal operations

H. Other
1. Stirling Engines
2. Hydrogen fuel cells
3. Small package nuclear

I. Integration of Energy production
1. Smart Grids
2. Location and Right-of-Way issues
3. Energy storage
4. Economics

J. Alaska Renewable Energy Resources
1. Types
2. Use feasibility and co-generation techniques
3. Grid connected and off-the-grid

VII. Suggested Text


VIII. Bibliography


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

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<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>KP KPC</td>
<td>ADCE Division of Community Ed</td>
<td>CED</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<td>☒ Add or ☑ Change</td>
<td># of Repeats</td>
<td>☐ A-F ☐ P/NP ☐ NG</td>
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<th>13. Impacted Courses or Programs:</th>
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<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>Mark appropriate box:</td>
<td>Provides guidelines and information for artists and community members who want to present art experiences in classroom settings. Includes effective classroom and materials management, and guidance for working with schools and teachers in residency type situations. Participants need prior familiarity with art concepts. This is not an art methods course.</td>
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| 17. ☒ Mark if course has fees | 18. ☐ Mark if course is a selected topic course |

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<th>Date</th>
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<th>Disapproved</th>
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156
I. Initiation Date: March 28, 2012

II. Course Information
   A. College: Kenai Peninsula College
   B. Course Title: Presenting Art Lessons K-12
   C. Course Subject/Number: CED A185
   D. Credit: 1.0 credits
   E. Contact Time: 1+0
   F. Grading Information: A-F
   G. Course Description: Provides guidelines and information for artists and community members who want to present art experiences in classroom settings. Includes effective classroom and materials management, and guidance for working with schools and teachers in residency type situations. Participants need prior familiarity with art concepts. This is not an art methods course.

   H. Status of course relative to degree or certificate programs: Elective
   I. Lab Fee: yes
   J. Coordination: Faculty Listserve
   K. Course Prerequisite: None
   L. Registration Restrictions: None

III. Course Level Justification
Course serves community needs

IV. Instructional Goals
The instructor will:
   A. Introduce students to Alaska State Art Standards and local district curriculum
   B. Present basic framework of standards based art education
   C. Provide lesson design techniques for teaching Alaska Art Standards
   D. Familiarize students with school art materials and methods of materials preparation
   E. Provide explicit classroom management techniques
   F. Discuss the importance of brain theory/multiple intelligences
   G. Describe effective arts assessment
   H. Describe techniques for displaying student work
   I. Present strategies for planning school visits and working with staff
   J. Guide students in preparing an art lesson to present in class
   K. Provide information about art advocacy and Artist-in-Schools Program
V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrate knowledge of Alaska State Art Standards, and district art curriculum</td>
<td>Lesson plan</td>
</tr>
<tr>
<td>B. Develop lessons plans that meet state standards and district curriculum objectives</td>
<td>Lesson plan</td>
</tr>
<tr>
<td>C. Demonstrate understanding of current brain research and multiple intelligence educational theories that support the teaching of the arts</td>
<td>Reading response</td>
</tr>
<tr>
<td>D. Demonstrate knowledge of art materials and materials preparation as it relates to teaching in K-12 classrooms</td>
<td>Lesson plan</td>
</tr>
<tr>
<td>E. Use basic teaching strategies and classroom management procedures that pertain to the teaching of the arts</td>
<td>In class participation</td>
</tr>
<tr>
<td>F. Devise strategies for planning school residencies and working with school staff</td>
<td>School visit action plan</td>
</tr>
<tr>
<td>G. Follow guidelines and procedures for the Alaska State Council on the Arts’ Artist-in-Schools residencies and the role of artists and classroom teachers in those residencies</td>
<td>Panel discussion</td>
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</tbody>
</table>

VI. Course Content Outline

A. Philosophical context for art in schools and brain research
   1. Studies
   2. Data

B. Alaska Standards for Arts Education Framework
   1. Art history
   2. Art production
   3. Aesthetics
   4. Art criticism

C. Art methods for the classroom
   1. Appropriate art materials
   2. Materials preparation
   3. Methods of effective cleanup
   4. Mounting and display of student art work

D. Lesson plan writing
   1. Art standards
   2. Content
   3. Format
   4. Assessment
E. Working with staff and schools
   1. Finding opportunities
   2. Scheduling and contact person
   3. Supplies acquisition
   4. Teacher workshops
   5. Housing and other necessities
   6. Payment

F. Art lesson presentation
   1. Pre planning with classroom teachers
   2. Choosing an art lesson to meet classroom needs
   3. Delivery of information and concepts

VII. Suggested Text

VIII. Bibliography


   *Classic text
## 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>MA Mat-SU</td>
<td>No Division Code</td>
<td>CST</td>
</tr>
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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>
</tr>
</thead>
<tbody>
<tr>
<td>CNT</td>
<td>A168</td>
<td></td>
<td>2 Credits</td>
<td>(2+0)</td>
</tr>
</tbody>
</table>

### Complete Course Title

Computer User Support and Help Desk

Abbreviated Title for Transcript (30 character)

### Type of Course
- ☑ Academic
- ☐ Preparatory/Development
- ☐ Non-credit
- ☐ CEU
- ☐ Professional Development

### Type of Action:
- ☑ Add
- ☐ Change
- ☐ Delete

If a change, mark appropriate boxes:
- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
- ☐ Class
- ☐ College
- ☐ Major
- ☐ Level
- ☐ Other (please specify)

### Repeat Status No  
- # of Repeats: 0
- Max Credits

### Grade Basis
- ☑ A-F
- ☐ P/NP
- ☐ NG

### Implementation Date:
- From: Spring/2013
- To: 9999

### Cross Listed with
- ☐

### Coordination Email
- Date: 2/10/2011

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

### Course Description (suggested length 20 to 50 words)

Overview of user support systems and help desk functions in an enterprise environment. Examines user support from the perspective of end-users; develops skills for ethical customer services, critical thinking, troubleshooting, and decision-making. Includes identifying typical problems and needs assessment for installation, training, and documentation.

### Justification for Action

This course was developed in response to the CST Advisory Council's request for improved and expanded employability skills training. No comparable course is listed in the catalog.

---

**Initiator Name (typed):** Harry Banks  
**Initiator Signed Initials:** _________  
**Date:** __________

**13a. Impacted Courses or Programs:**
- Mat-Su CST
- Kodiak College CST
- UAA CTC

**Impacted Program/Course**  
- UAA 182, 183  
- 2/14/2011  
- H Banks

**Chair/Coordinator Contacted**  
- Heather Corriere  
- 2/14/2011

**Initiator Name:** Harry Banks  
**Initiator Signed Initials:** _________  
**Date:** __________

**13b. Coordination Email Date:** __________

**13c. Coordination with Library Liaison**  
**Date:** 2/10/2011

---

**16a. Course Prerequisite(s) (list prefix and number)**
- None.

**16b. Test Score(s)**
- None.

**16c. Co-requisite(s) (concurrent enrollment required)**
- None.

**16d. Other Restriction(s)**
- ☐ College  
- ☐ Major  
- ☐ Class  
- ☐ Level

**16e. Registration Restriction(s) (non-codable)**
- None.

**17. Mark if course has fees**
- ☐

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

**19. Justification for Action**

This course was developed in response to the CST Advisory Council's request for improved and expanded employability skills training. No comparable course is listed in the catalog.

---

**Initiator (faculty only)**  
**Date:** __________

**Approved**

**Disapproved**

**Dean/Director of School/College**  
**Date:** __________

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic**  
**Date:** __________

**Approved**

**Disapproved**

**Board Chairperson**  
**Date:** __________

**Approved**

**Disapproved**

**Provost or Designee**  
**Date:** __________
COURSE CONTENT GUIDE
Matanuska-Susitna College
University of Alaska Anchorage
Community and Technical College

Department: CST: Computer Systems Technology
Program: CST: Computer Systems Technology

Course Title: Computer User Support and Help Desk
Course Number: CNT A168 2.0 Credits

I. Course Description
Overview of user support systems and help desk functions in an enterprise environment. Examines user support from the perspective of end-users; develops skills for ethical customer services, critical thinking, troubleshooting, and decision-making. Includes identifying typical problems and needs assessment for installation, training, and documentation.

II. Course Design
A. Designed to build practical employability skills for IT workers.
B. 2.0 Credits
C. Total student time varies based on no less than 15 hours of lecture plus 30 hours of outside work per credit.
D. This course is required for the AAS in CST.
E. No lab fees.
F. This course could be taught in any time frame not less than two weeks.
G. This is a new course. No comparable courses are in the catalog.
H. Course coordinated with UAA CTC, Kodiak College CST, and listserv.
I. Course level justification: Provides basic user support and help desk skills.

III. Course Activities
This course is a lecture class with readings and additional work outside of class. Activities include locating sources of technical and support processes, documenting, interpersonal team activities, and skill development.

IV. Course Prerequisites
None

V. Course Evaluation
A. Grading basis: A-F
B. Assessments may include but are not necessarily limited to attendance, classroom participation, homework assignments, simulations, role playing, demonstrations, and exams.
C. Specific evaluation procedures and weights will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Understanding Computing and User Support
   2.1 Surveying the problems in end-user computing
   2.2 Reviewing end-user application software
   2.3 Classifying end-user knowledge levels
   2.4 Identifying support levels

3.0 Developing Ethical Customer Service Skills for User Support
   3.1 Applying customer service communication skills
   3.2 Communicating effectively
   3.3 Developing call management strategies
   3.4 Managing difficult calls
   3.5 Reframing issues

4.0 Troubleshooting
   4.1 Defining troubleshooting
   4.2 Using tools when troubleshooting
   4.3 Developing a problem-solving philosophy
   4.4 Identifying common end-user problems
   4.5 Applying problem solving to end-user problems

5.0 Operating a Help Desk
   5.1 Identifying help desk functions
   5.2 Implementing incident management processes
   5.3 Using help desk technology and tools
   5.4 Tracking trends in help desk operations

6.0 Managing User Support
   6.1 Surveying managerial concerns
   6.2 Managing an end-user support project
   6.3 Certifying end-user support

7.0 Analyzing Evaluation Standards and Strategies
   7.1 Researching and applying product standards
   7.2 Evaluating and selecting computer products
   7.3 Conducting needs analysis and assessment
   7.4 Using needs analysis and assessment tools

8.0 Planning Installation of End-user Computer Systems
   8.1 Preparing the site
8.2 Organizing site management
8.3 Using hardware installation tools
8.4 Working with common hardware installation steps
8.5 Working with operation system and network installation steps
8.6 Working with common steps to install applications software
8.7 Wrapping up installations

9.0 Training and Writing for End-users
9.1 Designing the training process
9.2 Implementing the training process
9.3 Evaluating documentation criteria
9.4 Creating documentation for end-users

10.0 Delivering Effective Enterprise Support
10.1 Identifying computer facilities management models
10.2 Working with facilities management tools and procedures

VII. Bibliography

VIII. Instructional Goal: To provide students with employability skills for effective service delivery in end-user and help desk environments.
<table>
<thead>
<tr>
<th><strong>Upon successful course completion, the students will be able to:</strong></th>
<th><strong>This outcome will be assessed by one or more of the following:</strong></th>
</tr>
</thead>
</table>
| Demonstrate ability to reframe issues | Class participation or role play  
Written and/or computer aided tests |
| Demonstrate ethical customer service in interpersonal communication, professional relationships, and teamwork | Class participation or role play  
Written and/or computer aided tests |
| Demonstrate telephone techniques and strategies for managing difficult calls | Class participation or role play or preparing a script and logging events |
| Demonstrate ability to track customer issues | Class participation or role play or preparing a script and logging events |
| Develop a training plan | Homework assignments |
| Identify specific end-user requirements and respond with quality and ethical actions or proposals | Homework assignments, simulations, or class participation |
| Recognize basic elements of computer facilities management | Homework assignments or written and/or computer aided tests |
### Course Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

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<td>CST</td>
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<tr>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<td>CNT</td>
<td>A240</td>
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<td>2 Credits</td>
<td>(Lecture + Lab)</td>
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**6. Complete Course Title**

Industry PC Configuration Essentials

Ind PC Config Ess

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
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<td>Academic</td>
<td>Add</td>
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<tr>
<td>Preparatory/Development</td>
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</tr>
<tr>
<td>Non-credit</td>
<td>Change</td>
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<td>CEU</td>
<td>Delete</td>
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<tr>
<td>Professional Development</td>
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**9. Repeat Status**

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**10. Grading Basis**

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<th>P/NP</th>
<th>NG</th>
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**11. Implementation Date**

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<th>Semester/Year</th>
<th>From</th>
<th>To</th>
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**12. Cross Listed with**

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<th>Stacked with</th>
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<tbody>
<tr>
<td></td>
<td>Cross-Listed Coordination Signature</td>
</tr>
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</table>

**13a. Impacted Courses or Programs**

List any programs or college requirements that require this course.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mat-Su CST</td>
<td>UAA 182,183</td>
<td>2/14/2011</td>
<td>H. Banks</td>
</tr>
<tr>
<td>2. Kodiak College CST</td>
<td>UAA 182,183</td>
<td>2/14/2011</td>
<td>H. Corriere</td>
</tr>
<tr>
<td>3. UAA CTC</td>
<td>UAA 182,183</td>
<td>2/14/2011</td>
<td>K. Griffis / G. Plunkett</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Harry Banks

Initiator Signed Initials: ________

Date: __________

**13b. Coordination Email**

Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

Date: ________

**13c. Coordination with Library Liaison**

Date: 2/10/2011

**14. General Education Requirement**

Mark appropriate box:

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

**15. Course Description** *(suggested length 20 to 50 words)*

Introduces personal computer configuration essentials. Includes installation, configuration, and support of personal computers in a mixed enterprise environment.

**16a. Course Prerequisite(s) (list prefix and number)**

CNT A212 or CNT A183 or CNT A170

**16b. Test Score(s)**

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

**16d. Other Restriction(s)**

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

**16e. 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 update is needed to reflect changes in technology and standards.

Initiator (faculty only) Name: Harry Banks

Initiator Signed Initials: ________

Date: __________

Approved

Disapproved

Dean/Director of School/College

Date: __________

Approved

Disapproved

Undergraduate/Graduate Academic Board Chairperson

Date: __________

Approved

Disapproved

Provost or Designee

Date: __________
I. Course Description
   Introduces personal computer configuration essentials. Includes installation,
   configuration, and support of personal computers in a mixed enterprise environment.

II. Course design
   A. Designed for service technicians, network administrators, and advanced
      end-users.
   B. 2.0 Credits (1 + 2 contact hours)
   C. Total student involvement time 90 hours per semester
      1. Lecture hours 1.0 per week, 15 hours per semester
      2. Laboratory hours 2.0 per week, 30 hours per semester
      3. Out of class work 3.0 per week, 45 hours per semester
   D. This course is required for the AAS in CST.
   E. Computer use fee.
   F. This course could be taught in any time frame but not less than one week per
      credit.
   G. This is a changed course.
   H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su CST, and
      listserv.
   I. Course level justification: Course builds on prior networking knowledge.

III. Course Activities
    The course will be taught by lecture, demonstration, classroom discussion, and lab
    activities.

IV. Course Prerequisites
    CNT A212 or CNT A183 or CNT A170 or instructor permission

V. Course Evaluation
   A. Grading basis: A-F
   B. Grades may be based on exams, demonstrations, labs, attendance, classroom
      participation, or other criteria.
   C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Installing or Upgrading PC Operating Systems
   2.1 Identifying installation options
   2.2 Surveying upgrade paths
   2.3 Working with user profiles

3.0 Imaging
   3.1 Capturing images
   3.2 Deploying captured images

4.0 Configuring Disks
   4.1 Creating partitions
   4.2 Mounting volumes
   4.3 Creating Shares and permissions

5.0 Configuring Network Connections
   5.1 Configuring Transport Control Protocol/Internet Protocol (TCP/IP)
   5.2 Testing connections
   5.3 Testing web access

6.0 Configuring Printers
   6.1 Installing printers
   6.2 Sharing printers
   6.3 Networking printer resources

7.0 Installing Applications
   7.1 Installing thin client applications
   7.2 Installing thick client applications
   7.3 Complying with enterprise acceptable-use policies
   7.4 Creating and implementing policies
   7.5 Ensuring compatibility

8.0 Monitoring Performance
   8.1 Surveying monitoring tools
   8.2 Identifying performance metrics
   8.3 Logging performance

9.0 Participating in the Network Operating System (NOS)
   9.1 Distinguishing between workgroups and domains
   9.2 Creating and maintaining users, groups, and policies
10.0 Introducing Administration of Operating Systems
  
10.1 Choosing a management mode
10.2 Developing and managing a basic maintenance plan
10.3 Creating and managing backups
10.4 Troubleshooting

VII. Bibliography

**VIII. Student Learning Outcomes and Assessments**

**Instructional Goal:** To provide students with the introductory skills for effective support of personal computers in enterprise environments

<table>
<thead>
<tr>
<th>Upon successful course completion, students will be able to:</th>
<th>This outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and install personal computer operating system versions and applications</td>
<td>Labs Written and/or computer aided tests</td>
</tr>
<tr>
<td>Configure local and network user profiles, workgroups, and domains</td>
<td>Labs Written and/or computer aided tests</td>
</tr>
<tr>
<td>Capture and deploy images</td>
<td>Labs Written and/or computer aided tests</td>
</tr>
<tr>
<td>Create partitions and mount volumes</td>
<td>Labs Written and/or computer aided tests</td>
</tr>
<tr>
<td>Configure and test network connections</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Test TCP/IP web access</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Install and share printers</td>
<td>Labs Written and/or computer aided tests</td>
</tr>
<tr>
<td>Set up and manage performance monitoring</td>
<td>Labs Hands-on demonstrations</td>
</tr>
<tr>
<td>Demonstrate knowledge of NOS</td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Demonstrate knowledge of basic administration and troubleshooting of operating systems</td>
<td>Written and/or computer aided tests</td>
</tr>
</tbody>
</table>
## Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>CNT</td>
<td>A241</td>
<td></td>
<td>3 Credits</td>
<td>(2+2)</td>
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### Complete Course Title

Administering and Supporting Industry Network Infrastructure

(Admin Sup Ind Net Infra)

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

Admin Sup Ind Net Infra

<table>
<thead>
<tr>
<th>6. Type of Course</th>
<th>7. Type of Course</th>
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<tbody>
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<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>Add or Change or Delete</td>
<td># of Repeats</td>
<td>A-F</td>
</tr>
</tbody>
</table>

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

- Prefix
- Credits
- Course Number
- Contact Hours
- Grade
- Title
- Repeat Status
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Co-requisites
- Test Score Prerequisites
- Course Prerequisites
- Other Restrictions
- Registration Restrictions
- Class
- Level
- College
- Major

### Impact of Courses or Programs

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. Mat-Su CST CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>H Banks</td>
<td></td>
</tr>
<tr>
<td>2. Kodiak College CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>Heather Corriere</td>
<td></td>
</tr>
<tr>
<td>3. UAA CTC CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>K. Griffis / G. Plunkett</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): **Harry Banks**  
Initiator Signed Initials: _________  
Date: __________________

<table>
<thead>
<tr>
<th>13b. Coordination Email Date:</th>
<th>13c. Coordination with Library Liaison Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted to Faculty Listserv: <a href="http://www.uaa.alaska.edu/faculty">www.uaa.alaska.edu/faculty</a></td>
<td>2/10/2011</td>
</tr>
</tbody>
</table>
Department: CST: Computer Systems Technology       November 14, 2011
Program: CST: Computer Systems Technology

Course Title: Administering and Supporting Industry Network Infrastructure
Course Number: CNT A241                     3.0 Credits

I. Course Description
Provides an introduction to network infrastructure in a mixed-enterprise environment.

II. Course Design
A. Designed for advanced end-users, service technicians, and network administrators.
B. 3.0 Credits (2+2 contact hours)
C. Total student involvement time: 135 hours per semester
   1. Lecture hours 2.0 per week, 30 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 5.0 per week, 75 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one credit per week.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.
I. Course level justification: Course built on prior knowledge from CNT A240.

III. Course Activities
This course will be taught by lecture, demonstration, classroom discussion, and lab activities.

IV. Course Prerequisites
CNT A240 or instructor permission

V. Course Evaluation
A. Grading basis: A-F
B. Grades will be based on written exams, hands-on demonstrations, lab completion, and classroom participation.
C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Configuring IP
   2.1 Configure network connections
   2.2 Configure IP version 4 (IPv4)
   2.3 Configure IP version 6 (IPv6)

3.0 Configuring Name Resolution
   3.1 Describe name resolution in server networks
   3.2 Deploy Domain Name System (DNS) servers
   3.3 Configure DNS client settings

4.0 Configuring a DNS Zone Infrastructure
   4.1 Create and configure zones
   4.2 Configure zone replication and transfers

5.0 Creating a Dynamic Host Configuration Protocol (DHCP) Infrastructure
   5.1 Install a DHCP server
   5.2 Configure a DHCP server

6.0 Configuring IP Routing

7.0 Introducing Internet Protocol Security (IPSec)
   7.1 Protect Network Traffic with IPSec
   7.2 Configure IPSec

8.0 Connecting to Networks
   8.1 Configure Network Address Translation (NAT)
   8.2 Configure wireless networks
   8.3 Connect to remote networks

9.0 Configuring Firewall and Network Access Protection
   9.1 Configure firewalls
   9.2 Configure network access protection

10.0 Managing Software Updates
   10.1 Introduce server update services
   10.2 Implement update services
11.0 Monitoring Computers
   11.1 Monitor event logs
   11.2 Monitor performance and reliability
   11.3 Implement a network monitor

12.0 Managing Files
   12.1 Manage file security
   12.2 Share folders
   12.3 Back up and restore files

13.0 Managing Printers

VII. Bibliography

VIII. Instructional Goal: To provide students with the skills needed for effective user support and help desk support

IX. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehend, deploy, and configure name resolution networks and DHCP services</td>
<td>Labs</td>
</tr>
<tr>
<td>Configure IP routing and firewalls, including IPSec, NAT, wireless, and remote networks</td>
<td>Labs</td>
</tr>
<tr>
<td>Configure network access protection</td>
<td>Labs</td>
</tr>
<tr>
<td>Manage software updates and use update services</td>
<td>Labs</td>
</tr>
<tr>
<td>Task</td>
<td>Format</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Monitor and evaluate computer performance</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Read and interpret event logs</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Monitor and evaluate performance and reliability</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Manage files, file security, backups, and folders</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Manage printers</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
</tbody>
</table>
## 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>MA Mat-SU</th>
<th>1b. Division</th>
<th>No Division Code</th>
<th>1c. Department</th>
<th>CST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>CNT</td>
<td>3. Course Number</td>
<td>A242</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td></td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>3 Credits</td>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
<td>(2+2)</td>
<td></td>
</tr>
</tbody>
</table>

### Complete Course Title

Industry Network Directory Configuration

Abbreviated Title for Transcript (30 character)

### Type of Course

- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### Type of Action:

- [ ] Add
- [ ] Change
- [ ] Delete

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

- Prefix
- Credits
- Grade Basis
- Title
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Co-requisites
- Registration Restrictions
- Class
- Level
- College
- Major
- Other

### Repeat Status No

- [ ] # of Repeats: 0
- [ ] Max Credits

### Grading Basis

- [x] A-F
- [ ] P/np
- [ ] NG

### Implementation Date

- From: Spring/2013
- To: /9999

### Cross Listed with

- [ ] Stacked with

### Cross-Listed Coordination Signature

### Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mat-Su CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>H Banks</td>
</tr>
<tr>
<td>2. Kodiak College CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>Heather Corriere</td>
</tr>
<tr>
<td>3. UAA CTC</td>
<td>UAA 182,183</td>
<td>2/14/2011</td>
<td>K. Griffis / G. Plunkett</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Harry Banks

Initiator Signed Initials: __________

Date: __________

### Coordination with Library Liaison

Date: 2/10/2011

### General Education Requirement

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### Course Description (suggested length 20 to 50 words)

Provides an introduction for installing, configuring, and deploying application services in an enterprise networked environment.

### Course Prerequisite(s) (list prefix and number)

CNT A241

### Test Score(s)

### Co-requisite(s) (concurrent enrollment required)

### Registration Restriction(s) (non-codable)

### Mark if course has fees

### Mark if course is a selected topic course

### Justification for Action

This course provides one of several components to an industry certification.

Initiator (faculty only)

[ ] Approved

[ ] Disapproved

Initiator (TYPE NAME)

[ ] Approved

[ ] Disapproved

Department Chairperson

Date

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic Board Chairperson

Date

[ ] Approved

[ ] Disapproved

Provost or Designee

Date
I. **Course Description**
   Provides an introduction for installing, configuring, and deploying application services in an enterprise networked environment.

II. **Course Design**
   A. Designed for service technicians, network administrators, and advanced end-users
   B. 3.0 Credits (2 + 2 contact hours)
   C. Total student involvement time: 135 hours per semester
      1. Lecture hours 2.0 per week, 30 hours per semester
      2. Laboratory hours 2.0 per week, 30 hours per semester
      3. Out of class work 5.0 per week, 75 hours per semester
   D. This course is required for the AAS in CST.
   E. Computer use fee.
   F. This course could be taught in any time frame but not less than one week per credit.
   G. This is a changed course.
   H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.
   I. Course level justification: This course builds on knowledge acquired in CNT A241.

III. **Course Activities**
    This course will be taught by lecture, demonstrations, classroom discussion, and lab activities.

IV. **Course Prerequisites**
    CNT A241 or instructor permission

V. **Course Evaluation**
   A. Grading basis: A-F
   B. Grades will be based on written exams, hands-on demonstrations, lab completion, and classroom participation.
   C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Installing Directory Domain Services
   2.1 Identify directory infrastructure objects and components
   2.2 Prepare to create a new forest
   2.3 Create domain controllers
   2.4 Configure and utilize Lightweight Directory Access Protocol (LDAP)

3.0 Administering Directory Domain Services
   3.1 Work with directory management tools
   3.2 Create directory objects

4.0 Creating and Managing Users in a Directory Structure
   4.1 Create user accounts
   4.2 Automate user account creation
   4.3 Support user accounts

5.0 Creating and Managing Groups in a Directory Structure
   5.1 Create groups
   5.2 Automate group account creation
   5.3 Administer groups in an enterprise

6.0 Creating and Supporting Computer Objects
   6.1 Create computer objects and accounts
   6.2 Automate computer object creation
   6.3 Support computer objects and accounts

7.0 Implementing, Managing, and Supporting Group Policies
   7.1 Implement group policy objects and settings
   7.2 Manage group policy scope
   7.3 Support group policies
   7.4 Configure group policy security
   7.5 Manage software with group policies
   7.6 Audit group policies

8.0 Configuring Authentication
   8.1 Configure password policies
   8.2 Audit authentication

9.0 Integrating Domain Name Service (DNS)
10.0 Managing Controllers, Sites, Multiple Domains, and Forests
   10.1 Manage parent and child domains
   10.2 Configure sites and replication
   10.3 Manage domains and trust relationships

11.0 Implementing Certificates and Public Key Infrastructures

12.0 Implementing Rights Management Services

VII. Bibliography

VIII. Instructional Goal: To provide students with the skills needed for effective network directory configuration and administration

IX. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Install directory services</td>
<td>Labs</td>
</tr>
<tr>
<td>Create and manage users and groups</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Create and apply group policies</td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Integrate DNS with directory services</td>
<td>Labs</td>
</tr>
<tr>
<td>Create a virtual domain with users, groups, security, authentication, rights management, and sites with trust relationships</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
</tbody>
</table>
**Course Action Request**

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

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<tr>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>CNT</td>
<td>A243</td>
<td></td>
<td>3 Credits</td>
<td>(2+2)</td>
</tr>
</tbody>
</table>

**Complete Course Title**

Industry Application Infrastructure

Abbreviated Title for Transcript (30 character):

Ind App Infrastructure

<table>
<thead>
<tr>
<th>6. Type of Course</th>
<th>Academic</th>
<th>Preparatory/Development</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
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<table>
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<th>7. Type of Action:</th>
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<th>Delete</th>
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<table>
<thead>
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<th>8. If a change, mark appropriate boxes:</th>
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</thead>
<tbody>
<tr>
<td>Prefix</td>
</tr>
<tr>
<td>Graduation Basis</td>
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<tr>
<td>Course Description</td>
</tr>
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</table>

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

| 10. Grading Basis | A-F | P/NP | NG |

<table>
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<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
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<tbody>
<tr>
<td>From: Spring/2013</td>
<td>To: /9999</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>Stacked with</th>
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</table>

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Impacted Catalog Page(s)</th>
<th>Impacted Date of Coordination</th>
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<td>K Griffis / G. Plunkett</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry Banks</td>
<td>_________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date:</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an introduction for application support and deployment in an enterprise networked environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT A241 or CNT A242</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Major</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>17.</th>
<th>18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark if course has fees</td>
<td>Mark if course is a selected topic course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides the student with knowledge and skills to install, configure, and support applications in a networked enterprise environment.</td>
</tr>
</tbody>
</table>

---

Initiator (faculty only)  Date

Harry Banks

Initiator (TYPE NAME)  Date

Approved  Disapproved

Dean/Director of School/College  Date

Approved  Disapproved

Undergraduate/Graduate Academic Board Chairperson  Date

Approved  Disapproved

Provost or Designee  Date

179
I. **Course Description**
Provides an introduction to application support and deployment in an enterprise networked environment.

II. **Course Design**
A. Designed for service technicians and network administrators.
B. 3.0 Credits (2 + 2 contact hours)
C. Total student involvement time: 135 hours per semester
   1. Lecture hours  2.0 per week, 30 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 5.0 per week 75 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one credit per week.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.
I. Course level justification: This course builds on knowledge acquired in CNT A241.

III. **Course Activities**
This course will be taught by lecture, demonstration, classroom discussion, and lab activities.

**Course Prerequisites**
CNT A241 or instructor permission

IV. **Course Evaluation**
A. Grading basis: A-F
B. Grades will be based on written exams, attendance, lab completion, hands-on demonstration, homework, and classroom participation.
C. Specific evaluation procedures will be discussed during the first class meeting.
V. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Implementing a Deployment Infrastructure
   2.1 Deploy servers in a network environment
   2.2 Configure deployment services
   2.3 Deploy virtual machines
   2.4 Implement an activation infrastructure

3.0 Configuring Server Storage and Clusters
   3.1 Configure server storage
   3.2 Configure server clusters

4.0 Installing and Configuring Terminal Services (TS)
   4.1 Deploy a terminal server
   4.2 Configure terminal services

5.0 Configuring and Managing a Terminal Services Infrastructure
   5.1 Configure and manage terminal services clients
   5.2 Deploy a terminal services gateway
   5.3 Publish applications

6.0 Installing and Configuring Web Applications
   6.1 Install a web server role
   6.2 Configure web services

7.0 Managing Web Server Security
   7.1 Configure web security
   7.2 Control access to web services

8.0 Configuring File Transfer Protocol (FTP) and Simple Mail Transport Protocol (SMTP) Services
   8.1 Configure FTP
   8.2 Configure SMTP

9.0 Configuring Media Services

10.0 Working with SharePoint Services
VI. Bibliography

VII. Instructional Goal: To provide student with the skills to provide effective Users Support and Help Desk Support

VIII. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
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<tbody>
<tr>
<td>Deploy servers in a networked environment</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Configure application deployment services</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
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<tr>
<td>Deploy virtual machines</td>
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<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Implement an activation infrastructure</td>
<td>Labs</td>
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<td></td>
<td>Hands-on demonstrations</td>
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<td></td>
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<td>Configure server storage and clusters</td>
<td>Homework assignments</td>
</tr>
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<td></td>
<td>Labs</td>
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<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Install, configure, and manage terminal services</td>
<td>Homework assignments</td>
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<tr>
<td></td>
<td>Labs</td>
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<tr>
<td></td>
<td>Hands-on demonstrations</td>
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<td></td>
<td>Written and/or computer aided tests</td>
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<tr>
<td>Install and configure Web applications</td>
<td>Homework assignments</td>
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<td>Labs</td>
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<tr>
<td>Configure FTP and SMTP services</td>
<td>Homework assignments</td>
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<td></td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
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<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Describe a plan for implementing</td>
<td>Homework assignments</td>
</tr>
</tbody>
</table>
# Course Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

---

<table>
<thead>
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<td>No Division Code</td>
<td>CST</td>
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<th>3. Course Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT</td>
<td>A275</td>
<td></td>
<td>2 Credits</td>
<td>1+2</td>
</tr>
</tbody>
</table>

**Complete Course Title**

Information Technology Project Management

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

IT Project Management

**Type of Course**

- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

**Type of Action:**

- [ ] Add
- [ ] Change
- [ ] Delete

**Repeat Status:**

- [ ] No
- [ ] # of Repeats: 0
- [ ] Max Credits: 0

**Grading Basis:**

- [ ] A-F
- [ ] P/NP
- [ ] NG

**Implementation Date**

- From: Spring/2013
- To: 9999

**Cross Listed with**

- [ ]

**Course Description**

Introduces Information Technology project management fundamentals. Develops skills required to work with stakeholders and Information Technology processes. Develops skills in leadership and team participation. Projects are related to a student area of interest. Includes IT project planning, design, team skills, proposals, implementation, reporting, and completion.

**Course Prerequisite(s)**

- ENGL A212 or Instructors Permission

**Test Score(s)**

**Co-requisite(s)**

- Concurrent enrollment required

**Other Restriction(s)**

- [ ]

**Registration Restriction(s)**

- Non-codable

**Mark if course has fees**

- [ ]

**Mark if course is a selected topic course**

- [ ]

**Justification for Action**

This course provides project management skills tailored to the needs of the Information Technology industry.

---

**Initiator Name (typed):** Harry Banks

Initiator Signed Initials: _________ Date: __________

**Initiator Email:** harry.banks@uaa.alaska.edu

**Date submitted to Faculty Listserv:** (uaa-faculty@lists.uaa.alaska.edu)

**Coordination with Library Liaison**

Date: __________

**General Education Requirement**

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

**Course Prerequisite(s) (list prefix and number)**

ENGL A212 or Instructors Permission

**Test Score(s)**

**Co-requisite(s)** (concurrent enrollment required)

**Registration Restriction(s)** (non-codable)

**Mark if course is a selected topic course**

**Mark if course has fees**

Approved Disapproved

**Department Chairperson**

Approved Disapproved

**Curriculum Committee Chairperson**

Approved Disapproved

**Dean/Director of School/College**

Approved Disapproved

**Undergraduate/Graduate Academic Board Chairperson**

Approved Disapproved

**Provost or Designee**

Approved Disapproved

---

184
Course Title: Information Technology Project Management  
Course Number: CNT A275  
Credits: 2.0

I. Course Description
Introduces Information Technology (IT) project management fundamentals. Develops skills to work with stakeholders and IT specifications and processes. Develops skills in team participation and leadership. Projects are related to students' areas of interest and expertise. Includes IT project planning, design, team skills, proposals, implementation, reporting, and completion.

II. Course Design
A. Designed to build practical project management skills for IT workers.
B. 2.0 Credits
C. Total student involvement time 105 hours per semester
   1. Lecture hours 1.0 per week, 15 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 4.0 per week, 60 hours per semester
D. This course is required for the AAS in CST.
E. Lab fees.
F. This course could be taught in any time frame but not less than 2 weeks.
G. This is a new course. No comparable courses are in the catalog.
H. Course coordinated with: Kodiak, Mat-Su, UAA CTC, and listserve.
I. Course level justification: Enables students to synthesize Information Technology-related knowledge and skills in a project management environment.

III. Course Activities
This course will be taught by lecture, demonstration, classroom discussion, and lab activities, culminating in a final project management document. May include relevant service learning projects.

IV. Course Prerequisites
ENGL A212 or concurrent enrollment, satisfactory completion of 12 CNT credits, or instructor permission

V. Course Evaluation
A. Grading basis A-F
B. Specific evaluation procedures will be discussed during the first class meeting
VI. Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Understanding and Initiating Projects
   2.1 Define project management
   2.2 Designate project purpose and name
   2.3 Identify customer(s)
   2.4 Identify stakeholder(s)
   2.5 Document project requirements
   2.6 Create a charter

3.0 Developing Options
   3.1 Identify characteristics of IT projects
   3.2 Research options
   3.3 Develop a feasibility plan

4.0 Marking Progress
   4.1 Develop milestones
   4.2 Assess risks
   4.3 Build and evaluate contingencies
   4.4 Document and track progress

5.0 Budgeting
   5.1 Determine project phases and appropriate levels of budgeting
   5.2 Prepare the budget document

6.0 Identifying Team Roles and Responsibilities
   6.1 Describe team member roles
   6.2 Understand Responsible, Accountable, Consulted, Informed (RACI) diagrams and other tools for coordinating team efforts

7.0 Creating Work Breakdown Structures and Timelines
   7.1 Develop the task list for work breakdown structures
   7.2 Choose the tracking tool
   7.3 Select GANTT chart (chart developed by Henry Gantt) or other timeline tools

8.0 Writing a Proposal with a Scope of Work
   8.1 Select a template
   8.2 Integrate the preliminary information
   8.3 Define the audience
   8.4 Present the document and get executive support
9.0 Managing Changes
9.1 Document changes
9.2 Create change orders
9.3 Identify slippage and escalation of risk

10.0 Summarizing the Project
10.1 Write project summary
10.2 Conduct team peer review
10.3 Sign off project completion

VII. Bibliography

VIII. Instructional Goal: To provide student with the skills to manage Information Technology related projects.

IX. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and document the purpose of a new project</td>
<td>Homework assignments Team/group activity (e.g., identification and discussion with customer)</td>
</tr>
<tr>
<td>Identify stakeholders and develop requirements from stakeholders</td>
<td>Homework assignments Team/group activity (e.g., identification and discussion with stakeholders)</td>
</tr>
<tr>
<td>Develop project milestones</td>
<td>Homework assignments Team/group activity (e.g., discuss timeline with team and stakeholders)</td>
</tr>
<tr>
<td>Identify appropriate levels of budgeting for each project phase and develop the appropriate budget</td>
<td>Homework assignments Team/group activity (e.g., review cost estimates and develop consolidated draft budget)</td>
</tr>
<tr>
<td>Identify various information technology project cycles</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>Analyze project risks; develop and evaluate contingencies to mitigate risk</td>
<td>Homework assignments Team/group activity (e.g., periodic progress review)</td>
</tr>
<tr>
<td>Formalize and assign roles to team</td>
<td>Class activity or role play</td>
</tr>
<tr>
<td>members</td>
<td>Team/group activity (e.g., develop RACI diagram)</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| Create a project proposal document which includes a scope of work, milestones, team assignments, budget, and risk analysis | Homework assignments  
Written proposal |
| Track and summarize project progress | Regular logs  
Final documents |
1a. School or College  
MA Mat-SU  

1b. Division  
No Division Code  

1c. Department  
CST  

2. Complete Program Title/Prefix  
Computer Systems Technology  

3. Type of Program  
☐ OEC  ☐ Undergrad Certificate  ☑ AA/AAS  ☐ Baccalaureate  ☐ Minor  
☐ Post Baccalaureate Certificate  ☐ Graduate  ☐ Graduate Certificate  ☐ Doctoral  ☐ Specialty  

4. Type of Action:  
PROGRAM  
☐ Add  ☑ Change  ☐ Delete  

PREFIX  
☐ Add  ☑ Change  ☐ Inactivate  

5. Implementation Date (semester/year)  
From: Fall/2012  To: /9999  

6a. Coordination with Affected Units  
Department, School, or College: Kodiak  
Initiator Name (typed): Harry Banks  
Initiator Signed Initials: _________  Date:________________  

6b. Coordination Email submitted to Faculty Listserv (uua-faculty@lists.uaa.alaska.edu)  
Date: _____  

6c. Coordination with Library Liaison  
Date: _____  

7. Title and Program Description - Please attach the following:  
☐ Cover Memo  ☑ Catalog Copy in Word using the track changes function  

8. Justification for Action  
This technical degree needs to be updated to reflect current trends in related technology  

Initiator (faculty only)  
Harry Banks  
Initiator (TYPE NAME)  

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

☑ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Board Chairperson  
Date  

☑ Approved  ☐ Disapproved  
Provost or Designee  
Date  

☑ Approved  ☐ Disapproved  
Department Chairperson  
Date  

☑ Approved  ☐ Disapproved  
Curriculum Committee Chairperson  
Date
Computer Systems Technology

The Computer Systems Technology program is offered through the Matanuska-Susitna College and Kodiak College.

An Associate of Applied Science in Computer Systems Technology (CST) provides education in the field of network and systems administration. This program encompasses vendor-neutral and theoretical concepts and practices; it also includes both Windows Server operating systems and Cisco routing and switching technology. Five or more full-time semesters are required to complete the degree program.

The CST degree offers students business, communication, teamwork, and technical skills and IT concepts needed to enter the workforce as entry-level technicians or administrators. It also provides a foundation for advanced studies in technology.

Upon program completion, CST graduates will be able to demonstrate:

1. the ability to manage an IT-related project by professionally and ethically utilizing business principles, communication skills, and teamwork;

2. competence in IT workplace service skills through customer service, troubleshooting, and implementation of security;

3. an understanding of IT concepts and technical skills, installing and configuring operating systems, and using utility software;

4. knowledge of computer hardware and peripherals; and

5. knowledge of network infrastructure, network workgroups, and domain administration.

Associate of Applied Science, Computer Systems Technology

Admission Requirements
Satisfy the Admission to Certificate and Associate Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.

Academic Progress
In order to receive an Associate of Applied Science degree in Computer Systems Technology, students must achieve a grade of C or higher in all major course requirements.

Additionally, all students are required to pass CIS A105 or CIS A110 with a C or better or possess equivalent knowledge prior to graduating from the degree program. This
requirement can also be met by obtaining an appropriate score on the Computer Systems placement test.

**General University Requirements**
Complete the General University and General Course Requirements for Associate of Applied Science Degrees listed at the beginning of this chapter.

**Major Requirements**
Complete the following required courses:

1. **Workforce Skills 12 Credits**
   BA A151 Introduction to Business (3)*
   BA A231 Fundamentals of Supervision (3)
   ENGL A212 Technical Writing (3)*

   MATH A105 Intermediate Algebra (3)*†
   or
   MATH A107 College Algebra (4)*†
   or
   MATH A172 Applied Finite Mathematics (3)*†

   *BA 151, ENGL A212, and Math 105/107/172 may also be used to satisfy general course requirements.

   †or any MATH course for which MATH A105, A107, or MATH A172 is a prerequisite.

2. **Computer Knowledge and Project Skills 18 Credits**
   CNT A160 PC Operating Systems (3)
   CNT A165 Customer Service Fundamentals (1)
   CNT A168 Computer User Support and Help Desk (3)

   CNT A210 PC Technician Fundamentals (3)
   or
   CNT A180 PC Peripherals, Storage and A+ Certification (4)

   CNT A212 Network Technician Fundamentals (3)
   or
   CNT A183 Local Area Networks (3)

   CNT A275 Information Technology Project Management (2)
   or
   CIOS A270 Project Management (2)

   CNT A276 Individual Technical Project (3)
   or
   CNT A282 Industry Workplace Experience (3)
3. Industry Server Operating System Environment 11 Credits
CNT A240 Industry PC Configuration (2)
CNT A241 Industry Network Infrastructure (3)
CNT A242 Industry Network Directory Configuration (3)
CNT A243 Industry Application Infrastructure (3)

4. Network Router and Switching 16 Credits
CNT A170 CCNA 1 Network Fundamentals (4)
CNT A261 CCNA 2 Router Fundamentals and Protocols (4)
CNT A270 CCNA 3 Switching and Wireless (4)
CNT A271 CCNA 4 WAN Access (4)

5. Complete 6 Credits from the following courses:
CNT A264 Introduction to Information Security (3)
CNT A290 Selected Topics in Information Technology (1 to 4) **
CNT A390 Selected Topics in Computer and Networking Technology (1 to 4) **

**CNT A290 and CNT A390 may be taken twice with a change in subtitle.

7. A total of 69 or more credits are required for the degree.

FACULTY
Harry Banks, Instructor, hbanks@matsu.alaska.edu
Heather Corriere, Assistant Professor, hcorriere@kodiak.alaska.edu
COMPUTER SYSTEMS TECHNOLOGY

The Computer Systems Technology program is offered through the Matanuska-Susitna College and Kodiak College.

An Associate of Applied Science in Computer Systems Technology (CST) provides skills and education for qualified workers in the field of network and systems administration. The degree is designed to teach students how to manage an IT-related project by completing a series of specific technical, professionally and ethically utilizing business, and general education courses. Graduates with an AAS in Computer Systems Technology can be employed as systems administrators and in a wide variety of other positions in the information technology field. Graduates of this program will have a firm foundation in communication skills, and teamwork;

1. competence in IT workplace service skills through customer service, troubleshooting, and implementation of security;

2. an understanding of a wide variety of IT concepts and technical concepts, from the latest version of the Windows Operating System to routing and switching technology skills, installing and configuring operating systems, and using Cisco equipment. Graduates will also have a wide body of Utility software;

4. knowledge in vendor neutral of computer hardware and theoretical concepts, peripherals, and practices.

Both the Matanuska-Susitna and the Kodiak campuses offer the degree program.

The program objective is the development of a well-trained workforce for the state of Alaska. Since many jobs in the computer technology sector are predicted to grow at high rates in the coming decade, this degree program was designed to train essential employees for that sector.

The educational objectives of the Computer Systems Technology program are to produce graduates who:
1. Have sufficient technical competence to obtain employment as an entry-level technician and to be able to progress professionally within the discipline and are prepared for advanced study.

2. Are able to communicate their ideas.

3. Are able to work within a team environment.

4. Are able to apply their knowledge and skills to create and operate networked computer systems that provide solutions and add to the capabilities of business organizations.

5. Demonstrate their understanding of professional and ethical behavior in the workplace.

Students graduating from this program will demonstrate:

1. Proficiency in operating system, utility software and network installation and configuration.

2. Proficiency in computer hardware, software and infrastructure, network operation, troubleshooting and upgrades.

2.5. Demonstrate familiarity with hardware, software and network security features.

3. Management of user accounts and group accounts in a MS Windows workgroup and/or workgroups, and domain administration.

4. Ability to identify, design, and implement a network services management strategy.

5. Setup, configuration, and management of a router to include: router interfacing, command line editing, startup, setup, and configuration.

6. Proficiency in the management of local area networks (LANs).

7. Application of customer service principles, including relationships, perceptions, telephone techniques, quality, ethics, record keeping, interpersonal relationships, and teamwork.

8. Application of business principles and the fundamentals of investment, finance, organization, operation and management within a business entity.

9. Application of project management principles and practices, and use of appropriate project management software in the workplace.

Associate of Applied Science

Associate of Applied Science, Computer Systems Technology

Admission Requirements

Satisfy the Admission to Certificate and Associate Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.

Additionally, all students are required to take CIS A105 or possess equivalent knowledge prior to entering this degree program.

Academic Progress

In order to receive an Associate of Applied Science degree in Computer Systems Technology, students must achieve a grade of C or higher in all courses undertaken and applied to the degree major course requirements.

Additionally, all students are required to pass CIS A105 or CIS A110 with a C or better or possess equivalent knowledge prior to graduating from the degree program. This requirement can also be met by obtaining an appropriate score on the Computer Systems placement test.

General University Requirements

Complete the General University and General Course Requirements for Associate of Applied Science Degrees listed at the beginning of this chapter.
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1. **Workforce Skills 12 Credits**
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   BA A231 Fundamentals of Supervision (3)

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<tr>
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<td>CNT A160</td>
<td>PC Operating Systems</td>
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<td>CNT A165</td>
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<td>CNT A170</td>
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<td>and Protocols</td>
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<td>CNT A270</td>
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<td>CNT A276</td>
<td>Individual Technical Project (1-3)</td>
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<td>or</td>
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</tr>
<tr>
<td>CNT A282</td>
<td>Industry Workplace Experience (1-3)</td>
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ENGL A212 Technical Writing (3)*

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<td>or</td>
<td>MATH A107</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>MATH A172</td>
<td>3</td>
</tr>
</tbody>
</table>

*BA 151, ENGL A212, and Math 105/107/172 may also be used to satisfy general course requirements.

† Or any MATH course for which MATH A105, MATH A107, or MATH A172 is a prerequisite.

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   CNT A165 Customer Service Fundamentals (1)
   CNT A168 Computer User Support and Help Desk (3)

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CNT A212 Network Technician Fundamentals (3)
or
CNT A183 Local Area Networks (3)

CNT A275 Information Technology Project Management requirement (2)
Or
CIOS A270 is recommended. See advisor for more information. Project Management (2)

CNT A276 Individual Technical Project (3)
or
CNT A282 Industry Workplace Experience (3)

3. Industry Server Operating System Environment 11 Credits
CNT A240 Industry PC Configuration (2)
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**CNT A290 and CNT A390 may be taken twice with a change in subtitle.

7. A total of 67 to 69 or more credits are required for the degree.

FACULTY
Harry Banks, Instructor, hbanks@matsu.alaska.edu
Michael Buckland, Assistant Professor, AFMPB@uaa.alaska.edu
Heather Corriere, Assistant Professor, hcorriere@kodiak.alaska.edu
General Education Requirement Student Learning Outcomes

After completing the General Education Requirements, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Describe the theories, methods, and data used by social sciences to critically study how society works and how our social realities are created;
6. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
7. Identify ways in which science has advanced the understanding of important natural processes;
8. Locate and use relevant information to make appropriate personal and professional decisions;
9. Adopt critical perspectives for understanding the forces of globalization and diversity; and
10. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

Social Sciences (outside the major and from two different disciplines)

The social sciences constitute the various fields of study concerned with society, social interaction, and human behavior. Each of the specific disciplines in the social sciences is a historically recognized area of inquiry with a scientifically grounded methodology, yet they all share the goal of understanding society, its institutions, and its people and their behavior.

Therefore, each of the social science courses under the rubric of General Education Requirements (GER) share common learning outcomes. Upon successful completion of a social science GER, the student will be able to: Describe the discipline she or he has studied and discuss the key principles or themes that unify it. Describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research. Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy. Explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include the formulation of research questions and hypotheses, data collection and analysis, and testing, verifying, and rejecting hypotheses. The social sciences focus on the acquisition, analysis and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a social sciences GER course should be motivated to reflect on the workings of the society of which they are a part and should possess a...
broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and nonempirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning and application to social aspects of contemporary life. A student who has met the social science GER is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.
### 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>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>ACCT</td>
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<table>
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<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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**6. Complete Course Title**

Accounting Informations Systems II

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

Accounting Info Systems II

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
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<td>☐ Add or ☒ Change or ☐ Delete</td>
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**9a. Repeat Status No**

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<th>10. Grading Basis</th>
<th>11. Implementation Date (semester/year)</th>
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</table>

**11a. Cross Listed with**

**11b. Stacked with**

**11c. Cross-Listed Coordination Signature**

**12. Grading Basis**

- A-F
- P/NP
- NG

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
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<th>Chair/Coordinator Contacted</th>
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**13b. Coordination Email Date:** 04/20/2012

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison Date:** 04/20/2012

**14. General Education Requirement**

Mark appropriate box:

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

**15. Course Description (suggested length 20 to 50 words)**

A study of Accounting Information Systems (AIS) as an integral component of an enterprise information system. Emphasis on data modeling and database design of accounting systems using the Resources-Events-Agents (REA) model as the basis for the design of AIS components in a relational database. Also covers internal controls and systems documentation.

**16a. Course Prerequisite(s) (list prefix and number)**

- [ACCT A202, ACCT A216, & (CIS A280 or CIS A305)] with a minimum grade of C

**16b. Test Score(s)**

- N/A

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

- N/A

**16d. Other Restriction(s)**

- ☐ College
- ☐ Major
- ☒ Class
- ☐ Level

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

- CBPP majors must be admitted to upper-division standing.

**17. ☒ Mark if course has fees**

- Standard CBPP computer lab fee

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

**19. Justification for Action**

Added CIS A280 as an alternative to CIS A305 as a prerequisite, updated course description, and updated CCG.
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<tr>
<td>Initiator (TYPE NAME)</td>
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I. Date Initiated
April 18, 2012

II. Course Information
College/School: College of Business and Public Policy
Department: Accounting
Program: Bachelor of Business Administration, Accounting
Course Title: Accounting Information Systems II
Course Number: ACCT A316
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours
Grading Basis: A – F
Course Description: A study of Accounting Information Systems (AIS) as an integral component of an enterprise information system. Emphasis on data modeling and database design of accounting systems using the Resources-Events-Agents (REA) model as the basis for the design of AIS components in a relational database. Also covers internal controls and systems documentation.
Course Prerequisites: [ACCT A202, ACCT A216, & (CIS A280 or CIS A305)] with a minimum grade of C
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Discussions
B. Lectures
C. In-class activities
D. Projects
E. Supplementary readings
F. Group presentations

IV. Course Level Justification
The course requires knowledge gained in 200-level accounting courses. The national standard for this course is 300-level.
V. Outline
A. Systems documentation
B. Internal controls
C. Relational databases in an accounting environment
D. Data modeling and database design using the Resources-Events-Agents (REA) model
E. Building accounting systems using the REA model and a relational database software
F. Computer-based internal controls
G. Fraud examination

VI. Suggested Text

VII. Bibliography
Required texts are supplemented with current readings, primarily from the Business Source Premier electronic database in the UAA Consortium Library.

VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
</tr>
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</table>

1. Discuss the evolution of accounting information systems.

2. Apply systems documentation techniques including document flowcharts, data flow diagrams, and systems flowcharts to evaluate existing systems and the design of new systems.

3. Provide an introduction to relational databases as they apply to accounting.

4. Discuss the issues involved in designing a database and introduce database modeling using the REA model.

5. Discuss the steps to implementing an REA model in a database.

6. Discuss the internal control implications of building accounting systems in a database.
### B. Student Learning Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain the evolution of accounting information systems.</td>
</tr>
<tr>
<td>2.</td>
<td>Use flowcharts and data flow diagrams to analyze, evaluate, and develop information systems.</td>
</tr>
<tr>
<td>3.</td>
<td>Describe the relational database model as used in accounting and contrast it with the traditional accounting model.</td>
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<tr>
<td>4.</td>
<td>Identify the issues involved in designing a database.</td>
</tr>
<tr>
<td>5.</td>
<td>Model data using the REA model.</td>
</tr>
<tr>
<td>6.</td>
<td>Implement an REA model of a specific transaction cycle in a relational database.</td>
</tr>
<tr>
<td>7.</td>
<td>Evaluate one of the top ten technology issues facing the accounting profession as identified by the American Institute of Certified Public Accountants Top Ten Technology list.</td>
</tr>
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</table>
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>CB CBPP</th>
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<td>1b. Division</td>
<td>ADBP Division of Business Programs</td>
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<td>1c. Department</td>
<td>ACCT</td>
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<th>2. Course Prefix</th>
<th>ACCT</th>
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<td>A342</td>
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<tr>
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<td>(3+0)</td>
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6. Complete Course Title
Managerial Cost Accounting

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<th>Non-credit</th>
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<th>Professional Development</th>
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8. Type of Action: | Add | Change | Delete |
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9. Repeat Status No | # of Repeats | Max Credits
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10. Grading Basis | A-F | P/NP | NG |
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<tr>
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<td>Cross-Listed Coordination Signature</td>
</tr>
</tbody>
</table>

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>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>Bachelor of Business Administration, Accounting</td>
<td>134</td>
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<td>Pat Fort</td>
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<td>Bachelor of Business Administration, Global Logistics and Supply Chain Management</td>
<td>137,138</td>
<td>03/01/2012</td>
<td>Philip Price</td>
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</table>

Initiator Name (typed): DJ Kilpatrick
Initiator Signed Initials: _________ Date: __________________

13b. Coordination Email Date: 04/06/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 04/06/2012

14. General Education Requirement
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)
Examines the nature, objectives, and procedures of cost management as applied to product and service costing, decision-making, cost planning, and control systems.

16a. Course Prerequisite(s) (list prefix and number)
ACCT A202 with minimum grade of C

16b. Test Score(s)
N/A

16c. Co-requisite(s) (concurrent enrollment required)
N/A

16d. Other Restriction(s)

- College
- Major
- Class
- Level

17. ☑ Mark if course has fees Standard CBPP computer lab fee

18. ☑ Mark if course is a selected topic course

19. Justification for Action
Change course description. Update CCG.

Initiator (faculty only) Date

Initiator (TYPE NAME) Date

Approved
Disapproved

Department Chairperson Date

Approved
Disapproved

Curriculum Committee Chairperson Date

Approved
Disapproved

Dean/Director of School/College Date

Approved
Disapproved

Undergraduate/Graduate Academic Board Chairperson Date

Approved
Disapproved

Provost or Designee Date
I. Date Initiated
   September 10, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Accounting
   Program: Bachelor of Business Administration, Accounting;
            Bachelor of Business Administration, Global Logistics and Supply Chain Management
   Course Title: Managerial Cost Accounting
   Course Number: ACCT A342
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Examines the nature, objectives, and procedures of cost management as applied to product and service costing, decision-making, cost planning, and control systems.
   Course Prerequisites: ACCT A202 with a minimum grade of C
   Registration Restrictions: College of Business & Public Policy majors must be admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lecture
   B. Discussion
   C. Problem solving

IV. Course Level Justification
   The national standard for this course is a 300-level, and its prerequisite is a 200-level course.

V. Outline
   A. Cost Accounting Fundamentals
      1. The role of the cost accountant in the organization
      2. Cost terms and concepts
   B. Planning and Control
      1. Cost-volume-profit analysis
      2. Job-order costing
      3. Activity-based costing and activity-based management
4. Profit planning, budgeting, and responsibility accounting
5. Flexible budgets and variance analysis
6. Inventory costing and capacity analysis

C. Cost Information for Decision Making
   1. Relevant information for decision making
   2. Pricing decisions

D. Cost Allocation
   1. Joint products and byproducts
   2. Process costing

E. Investment Decisions and Management Control Systems
   1. Capital budgeting decisions
   2. Discounted and non-discounted cash flow models
   3. The effect of income taxes on capital budgeting decisions

VI. Suggested Text

VII. Bibliography
### VIII. Instructional Goals and Student Learning Outcomes

#### A. Instructional Goals

The instructor will:

1. Discuss the business environment and how accounting provides information that helps managers fulfill their responsibilities.
2. Explain how to assign costs to cost objects using appropriate methodologies.
3. Explain cost behavior and cost-volume-profit analysis.
4. Compare and contrast different costing systems used for planning, control, reporting, and decision-making purposes.
5. Explain the use of static budgets, flexible budgets, and variance analysis for planning and control.
6. Explain the development and use of relevant cost and revenue information for short-term and pricing decisions.
7. Discuss accounting methods used to accumulate and allocate costs.
8. Discuss and illustrate the use of both discounted and non-discounted cash flow models in capital budgeting, including the effect of taxes on capital budgeting decisions.

#### B. Student Learning Outcomes

**Students will be able to:**

**Assessment Method**

<p>| 1. Explain the role of cost accounting in the business information system. | Exams, quizzes, and/or assignments |
| 2. Explain and calculate the assignment of costs to cost objects under various cost approaches. | Exams, quizzes, and/or assignments |
| 3. Define cost behavior for fixed, variable, and mixed costs, and apply cost-volume-profit analysis to different business problems. | Exams, quizzes, and/or assignments |
| 4. Describe and apply the concepts of multiple costing systems in a variety of business situations. | Exams, quizzes, and/or assignments |
| 5. Develop budgets and perform variance analysis for planning and control purposes. | Exams, quizzes, and/or assignments |
| 6. Describe and calculate relevant cost and revenue information for short-term and pricing decisions. | Exams, quizzes, and/or assignments |</p>
<table>
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<tbody>
<tr>
<td><strong>7.</strong></td>
<td>Explain proper accounting procedures for joint products and other types of cost allocations.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Demonstrate knowledge of the capital budgeting process using both discounted and non-discounted cash flow models.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
</tbody>
</table>
GOAL 1: Update the Curriculum Handbook, as needed.

GOAL 2: Continue to work with the Office of Academic Affairs and the Office of the Registrar to review policies and procedures for their impacts on academics, to ensure that faculty input and review by UAB and GAB is automatic.

Re-examine policy on
• Secondary Student Registration
• Academic Calendar
• Compressibility
• Publication of program outcomes in the catalog
• Faculty titles in the program section of the catalog
• Independent Study Policy, including limits on Independent Study credits

Examine policy on
• Posthumous Degrees (jointly with GAB)

GOAL 3: Update the plan for curriculum updates together with the GAB Chair and Vice Provost for Curriculum and Assessment Bart Quimby.

GOAL 4: Continue communication/coordination with curriculum committee chairs, department chairs, and faculty initiators.
Date: 20 March 2012

To: Undergraduate Academic Board
   Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)
       T. Bart Quimby, Chair

RE: Proposed modification of Catalog language regarding course repeats.

The PAC has been approached about issues regarding the number of times a student can repeat a course. The PAC has identified UAB and GAB as the appropriate venue for the development of any policy in this area. To initiate this discussion, the PAC has drafted new catalog language to address this issue (see below).

In most cases students retake the course to achieve a passing grade, however there are cases of students trying to improve on an earned passing grade for purposes of increasing their GPA.

The problems with this practice seem to be:

- These students are often times taking up seats in oversubscribed courses,

- Students chances for success in the course are low (for example the student who took a course 15+ times in an attempt to pass) and they need advising to help them either be successful or find another educational alternative.

In discussion, it seems that the problem is primarily with specific courses which tend to be oversubscribed (the first bullet).

Challenges

Experience shows that it is difficult to enforce an enrollment requirement based on number of attempts unless the course is a specialty program requirement and the program is small and shares information about their students’ performance within the program. There is not a Banner option at the time of registration for checking number of times a student has enrolled.

It would be difficult to thoroughly enforce any such policy in a large general education course, or other high demand course with multiple sections and multiple instructors. Consequently any solution should make enforcement a faculty option instead of a hard requirement which would require extensive resources to enforce. This way the requirement could be enforced only where there is a significant problem.

There is some thought that programs could change their program catalog copy to restrict course with their prefix. The problem with this approach is that program catalog copy only applies to admitted majors.
Possible Solutions

It appears that there are two paths for addressing the problem.

- Modify the catalog section on Faculty Initiated Withdrawals to allow faculty to withdraw students who have taken the course at least twice. Faculty would have to do their own check on enrollment history in order to invoke this option.

- Modify the registration restrictions for each course with a statement that limits number of times a student may enroll in the course.

Both options could also be pursued. The language should probably capture students who withdrew from the course in addition to those who followed all the way through to a grade.

Action Sought

The PAC concluded that the first solution could be easily implemented with the second being offered to programs where there are specific course problems. The following suggested catalog copy would address the first bullet. It is requested that the two boards consider this action for inclusion in the Catalog. It would be nice to have in the next catalog, however there would be little harm done if left for the following catalog.

Proposed Catalog Copy

The highlighted text is the proposed new language.

Retaking Courses (currently p. 58)

Any course for which a student has received a transcripted grade may be retaken once at the student’s discretion, if the course is available and if permitted by the program offering the course. After a student has retaken a course once, faculty have discretion to initiate a drop or withdrawal of a student who registers for additional retakes. The student’s transcript will reflect all grades earned by the student in each semester in which the course is taken. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation.

The credit/no credit grading option cannot be selected when courses are to be retaken for GPA improvement. Students may not retake a course through credit-by-examination, correspondence, or through work at another college or university for the purpose of raising their grade point average at UAA.

To determine eligibility for graduation with honors, all credits and grades from retaken courses are included in GPA calculation.

Faculty-Initiated Drop or Withdrawal (currently p. 66)

A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.
The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class. Faculty have discretion to initiate a drop or withdrawal of a student who has already received a transcripted grade for the course and has already retaken the course once. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus.

Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>choose one</td>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Cross-Listed/Stacked
- Registration Restrictions

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<th>12. Cross Listed with</th>
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Cross-Listed Coordination Signature

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

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

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<th>Catalog Page(s) Impacted</th>
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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
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

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

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

16c. Other Restriction(s)
- College
- Major
- Class
- Level

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Initiator (faculty only) Date

Approved Disapproved

Initiator (TYPE NAME)

Approved Disapproved

Dean/Director of School/College Date

Approved Disapproved

Undergraduate/Graduate Academic Date

Approved

Board Chair

Approved

Provost or Designee Date
The University of Alaska Anchorage Curriculum Handbook for Faculty

Revised June 2012
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Section 1 - Introduction

1.1 Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage (UAA) mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University’s curricular processes.

- The university evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The Curriculum Handbook is periodically revised to reflect policy and procedural changes.

- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.

- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the Curriculum Handbook describe the University of Alaska Anchorage’s process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses that will appear on the student’s transcript with academic credit.

2. New departmental programs such as:

   A. Undergraduate programs
      i. Occupational Endorsement Certificates
      ii. Undergraduate Certificates
      iii. Associate Degrees
      iv. Baccalaureate Degrees
      v. Minors

   B. Post-baccalaureate Certificates

   C. Graduate programs
      i. Graduate Certificates
      ii. Graduate Degrees

The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

- Occupational Endorsement Certificates: 29 credits
- Certificate: 60 credits
- Associate Degree: 75 credits
- Bachelor’s Degree: 132 credits
- Minors: no maximum
- Master’s Degree: 45 credits
- Graduate Certificate: 29 credits
3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.

4. Substantial revision to the academic content of a course including
   A. Additions, modifications or deletions of major subject areas
   B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).

5. Changes having an impact on the study options available to prospective students, including changes to
   A. Selection/admission procedures and standards
   B. Prerequisites, co-requisites, and registration restrictions.

6. Changes responding to the professions, employers, or the wider community.
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review

A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:

A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. Note: Deans/Directors may require this information for new courses.

E. Impact on other affected UAA programs and courses

F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review

The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:

i. School/college offering this course is the appropriate academic unit

ii. Appropriate prerequisites for content and level

iii. Availability of prerequisites for this course

iv. Frequency of scheduling of course

v. Justification for stacking or cross listing

vi. Duplication with any other existing courses is explained

vii. Documented coordination with the impacted/affected departments

viii. Identifiable accreditation or nationally accepted practice standards

ix. Rationale for requiring this course in a program

x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:

i. Effect of this course on other electives/selectives

ii. Enhancement of a program by this course

iii. Increase in options for specialization within the major

iv. Effect on scheduling of other program electives

C. Courses that will become General Education Requirements (GERs):
i. Addresses GER student learning outcomes from the GER Preamble
ii. Meets category definition from Board of Regents Regulation
   (www.alaska.edu/bor/policy-regulations)
iii. Addresses and assesses GER student learning outcomes for the classification
    descriptions described in the catalog
    (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
iv. Provides rationale for adding this course to the GER menu

D. Resource implication considerations for new course proposals:
   i. Commitment from resource manager to support course offerings
   ii. Effects on other offerings within a program or school
   iii. Effect on offering other required courses
   iv. Effect on electives and selectives
   v. If the course was offered as a trial course, the number of times it was offered and the
      number of enrollments

2.1.3 Review of Program Proposals
A. Program description adequately expresses the program characteristics, requirements and
   student learning outcomes.
B. The proposing unit is clearly prepared to present the program based on available faculty
   numbers and expertise, support staff, fiscal resources, facilities and equipment.
C. Needs analysis for the new program is attached.
D. Coordination has occurred with appropriate departments, schools, and colleges and
   documentation is submitted to the Governance Office.
E. Possible duplication of an existing program is addressed.
F. All courses used in the creation or modification of a degree or certificate program have
   current Course Content Guides on file in the Office of the Registrar. These must contain all of
   the required elements described in Section 9 of this handbook. If courses are ill-defined or
   outdated they must be revised at the same time or before the program addition or modification
   is proposed.
G. When proposing multiple certificates in a given discipline their requirements must differ by at
   least 6 credits. Otherwise the program should be proposed as a single certificate with
   emphasis areas.

2.1.4 Program Student Learning Outcomes
A. Program student learning outcomes are to be clearly stated as the knowledge or abilities that
   students are expected to demonstrate upon successful completion of the program.
B. Program student learning outcomes and a plan for their assessment are to be developed in
   accordance with the guidance and requirements found in the Academic Assessment Handbook
   (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
C. Program student learning outcomes are to be published in the catalog for student use in
   evaluating and selecting their academic program.
D. Programs whose external accreditors require program objectives should state these clearly as
   the knowledge or abilities that students are expected to demonstrate after completion of the
   program.
E. A complete and valid assessment plan must be presented to the Office of Academic Affairs
   (OAA) in accordance with the requirements of the Academic Assessment Handbook. Note:
   Academic boards do not evaluate the assessment plan or resource implications; however
   the plan must be complete when a new program is submitted to the academic boards.
F. If this action requires BOR review, see Regents’ Policy and Regulation
   (www.alaska.edu/bor/policy-regulations).
G. If this action requires notifying the Commission on Colleges refer to their website at
   www.nwccu.org.
Section 3 - Curriculum Approval Process
for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

2. Curriculum must be initiated by a faculty member, reviewed by the department’s curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

   Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

   New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar’s office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school’s representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee’s review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal.
• The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.
• The Governance Office forwards Workforce Credential proposals to OAA for review and approval.
• Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. Effective date of the action cannot precede the publication date of the first catalog or schedule in which it is to appear. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

13. New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website (www.uaa.alaska.edu/governance) for current dates.

Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

12. New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

14. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

15. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

16. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying SAC of the curriculum actions.
20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU, the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission. This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

   The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. E.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

   The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.

The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as informational items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting’s agenda.

3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

Minor Changes:
1. Contact information, location, and web address
2. General Discipline information
   a. Degree or Certificate program
   b. Overview and career information
   c. Accreditation
   d. Research possibilities
2. Advising
3. Academic Progress Requirements

3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or student learning outcomes of any courses numbered 050 to 299 require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400-level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

3.5 Approval of 600-Level Courses

A new or revised 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the intent and quality of the curriculum:
1. Title change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as informational items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

_____________________

3.6 Approval of 500-Level Courses

These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean/director or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

_____________________

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses

These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

_____________________

3.8 Approval of Doctoral Programs

The program approval process in section 3.1 is not applicable to doctoral programs.

*It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.*
The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.

**Justification Proposal**

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

**Full Proposal**

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

### 3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. **Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)**
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. **Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)**
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)
3. Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)
   (Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

4. Identify Several Peer Programs (Maximum of one page)
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. Brief Description of the Entry Requirements (Maximum of one page)
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. Student Services (Maximum of one page)
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. Facilities and Resources (Maximum of two pages; to be signed by the Dean)
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. Budget and Cost Analysis (Maximum of one page)
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. Program Catalog Copy
    (Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).
Required Outline:

1. **Introduction and Program Overview**
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist**
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)
   - Justification on the Basis of Need: Found in section ___________________
   - Justification on the Basis of Prospective Student Demand: Found in section ___________________
   - Identify Several Peer Programs: Found in section ___________________
   - Entry Requirements: Found in section ___________________
   - Faculty Qualifications: Found in section ___________________
   - Student Services: Found in section ___________________
   - Facilities and Resources: Found in section ___________________
   - Budget and Cost Analysis: Found in section ___________________

5. **Curriculum Documents**
   (PAR, Catalog Copy, CARs, and CCGs)

6. **Program Assessment Plan**

7. **Board of Regents PAR and Executive Summary**
Figure 3.1: Permanent Academic Course Approval Process

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details.

Also see section 5 for required documents and instructions.
Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details. Also see section 5 for required documents and instructions.
A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.

**Figure 3.3: Program Approval Process**

![Program Approval Process Diagram]

**NOTE:** Requires 60-day advance notice to have items placed on the agenda.
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.
Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm))

   If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website ([www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance)).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet ([www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)) is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.

4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR ([www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)).
c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.
4.3 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.

Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Completed CCG.
   c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)
   d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees.
      (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the course revision. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). It is suggested that this be done early in the curriculum process.
4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at [www.uaa.alaska.edu/governance/GER](http://www.uaa.alaska.edu/governance/GER).

5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees ([www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:
      - school/college, department, course prefix, course number, course title: (as found in CAR boxes 1a, 1c, 2, 3)
      - course description (as found in CAR box 15)
      - add/change/delete and if change, a summary list of changes (as found in CAR box 8)
• justification for action (as found in CAR box 19)

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liason_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline).
   e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:

   Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.

   The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and must be sent at least 10 working days before approval by OAA.

   The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liason_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2
5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.
   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

   Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Purge List
   A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

   Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.

4. GER Course Purge List
   UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   • The appropriate GER templates must be applied (www.uaa.alaska.edu/governance/)
Addresses GER student learning outcomes from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)

Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)

Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook

Provides rationale for adding this course to the GER menu

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.
   b. Completed CCG.
      If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.
   c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.

4.5. GER changes should have an implementation date of fall. In order to ensure approval is received in time, it is recommended that first reading take place no later than first week in March.

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 7 - Programs

7.1 Minor Revisions to Programs

*Minor Revisions to Programs are changes that do not ‘substantially alter the student learning outcomes of the program’*

Also refer to UA Regulation 10.04.02 [www.alaska.edu/bor/policy-regulations/](http://www.alaska.edu/bor/policy-regulations/)

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs ([ayoaa@uaa.alaska.edu](mailto:ayoaa@uaa.alaska.edu)).

1. The following must be submitted to the Governance Office ([aygov@uaa.alaska.edu](mailto:aygov@uaa.alaska.edu)):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee ([www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm)).
   c. All course CARs and CCGs for new and revised courses.
   d. Four-Year Course Offering Plan for the program.
   e. Signed Resource Implication Form.
   f. Signed Fee Request Form (for new, deleted or revised fees).
   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu) explaining the new course. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.
   c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department ([http://consortiumlibrary.org/find/subject_liaison_librarians](http://consortiumlibrary.org/find/subject_liaison_librarians)).
The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER

Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

“Oral Communication Skills GER.”
Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. Schools/Colleges are encouraged to contact OAA early in the approval process. Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master’s Degrees except as noted.

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:

a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.
b. Collaboration with other universities and community colleges within the UA system.
c. History of the development of the proposed program or program changes.
d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
e. State needs met by the proposed program.
f. Availability of appropriate student services for program participants. A schedule for implementation of the program.
g. Student opportunities, student learning outcomes, and enrollment projections.
h. Rationale for the new program and educational objectives, student learning outcomes, and plans for assessment.
i. Opportunities for research and community engagement for admitted students.
j. Faculty and staff workload implications.
k. Fiscal Plan for the proposed program
1. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.
   
m. New facility or renovated space requirements.
   
n. Concurrence of appropriate advisory councils.

2. The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   
a. Four-Year Course Offering Plan for the Program.
   
b. A budget worksheet.
   
c. Board of Regents Program Action Request Form
   
d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SAC and BOR.
   
e. Resource Implication Form and a signed Fee Request Form (if needed).
   
f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.
   
g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):
   
a. A cover memo summarizing the proposal.
   
b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
   
c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).
   
d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.

5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.

b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac) and the Board of Regents.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. The full proposal document outlined in section 3.8
   c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
   d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).
   e. CARs and CCGs for all new and revised courses.

Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor’s Office.

UAA Proposals should include:
1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).
2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at http://curric.uaa.alaska.edu/curric/courses/.

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. The date on which the Course Content Guide was initiated or revised

2. Information directly also on the CAR
   A. College or School – Choose from the following the school or college initiating action:
      - AA Academic Affairs
      - AS College of Arts and Sciences
      - CB College of Business and Public Policy
      - CH College of Health
      - CT Community and Technical College
      - EA College of Education
      - EN School of Engineering
      - HC University Honors College
      - KP Kenai Peninsula College
      - KO Kodiak College
      - MA Matanuska-Susitna College
   B. Course Prefix – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix.
   C. Course Number (for a new course, contact the Office of the Registrar for a number)
      i. Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.
      ii. Types of Courses
         a. Academic Courses: Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- **Lower division courses usually taken by freshmen and sophomores**
  - A100-A199: Freshman-level, lower division courses.
  - A200-A299: Sophomore-level, lower division courses

- **Upper division courses usually taken by juniors and seniors**
  - A300-A399: Junior-level, upper division courses
  - A400-A499: Senior-level, upper division courses

- **Graduate-level courses**
  - A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

b. **Preparatory/Developmental Courses**
  - A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

c. **Noncredit Courses**
  - A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

d. **Continuing Education Unit (CEU) courses**
  - AC001-AC049: 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.

e. **Professional Development Courses**
  - A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

**NOTE:** All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

iii. **Course Numbers: Second and Third Digits** – The second and third digits of course numbers in the -90 range are used for specific course types.

- **-90 Selected topics:** A generic “umbrella” course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

- **-92 Seminar or Workshops:**
  - **Seminar:** Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.
  - **Workshop:** A formal higher education offering with intensive instruction and
information in a given field.

-93 **Special topics**: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 **Trial (experimental)**: Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa_faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-95 **Internship and Practicum**

  **Internship**: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.

  **Practicum**: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 **Independent study**: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 **Individual research**: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 **Thesis**: Involve writing and/or completion of a thesis by the student.

**D. Number of Credits/CEUs and Contact Hours** – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.
i. Summary

- Semester = 15 weeks (standard semester length)
- One (1) Contact Hour = 50 minutes per week (or 750 minutes for the course)
- Outside Work = Additional time typically outside of classroom or laboratory
- One (1) credit = 1 contact hour per week of lecture (15 contact hours of lecture for course)  
  or  
  2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)  
  or  
  3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

ii. Examples

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

iii. CEU – The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.
Examples:

0.1 CEU  =  1 hour of instruction and no additional hours of work for the course.
1 CEU   =  10 hours of instruction and no additional hours of work for course.
1.5 CEUs =  15 hours of instruction and no additional hours of work for course.
3.5 CEUs =  20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs  =  20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

iv. Minimum Course Length (Compressibility Policy) – The Compressibility Policy states, “Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. Course Title – Insert full title of the course. Titles of existing courses in the database cannot be used for new/revise courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. Grading Basis – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. Implementation Date – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implementation dates.

H. Cross Listing (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.
iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.

v. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in Journalism and Public Communications. Cross-listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix’s section, including additions, changes and deletions.

1. **Stacking** (if applicable)
   
i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.

   ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

   iii. Courses may not be stacked informally for scheduling purposes.

   iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.

   v. Courses that are at the 500 level may not be stacked with any other course.

   vi. If stacking status is requested, rationale must be provided.

   vii. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

i. **Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?**
   It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.

ii. **Is the course format predominantly discussion- or seminar-based?**
   This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

iii. **Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)**
a. Is the PRIMARY source of information/reading the primary research literature of the field?
   This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

b. Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?
   This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student’s own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Typical Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the ability to conduct a literature search on the course topic material</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
</tr>
<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student</td>
</tr>
<tr>
<td>Integrate course material into experimental design</td>
<td>Written formal research grant proposals, oral or written presentation of how the course material informs the student’s own thesis research</td>
</tr>
<tr>
<td>Integrate and apply the course material at advanced levels</td>
<td>Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on examinations</td>
</tr>
</tbody>
</table>

J. Course Description – Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.
Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. Course Attributes (GER if applicable)

L. Course Prerequisite(s)/Test Score(s), Corequisite(s), Registration Restriction(s) – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. All prerequisite, corequisite, registration restriction, etc indicated on CAR will be automatically enforced through Banner.

i. Course Prerequisite – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which may be taken concurrently must also be included in this area (this differs from a co-requisite which must be taken concurrently).

ii. Test Scores – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

iii. Corequisites – Identifies a course which must be taken concurrently and requires simultaneous enrollment and withdrawal.

iv. Registration Restrictions – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission*, major, class standing, or level). Must be enforced by the program/department/instructor.

a. College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

b. Major – identifies a major which a student must have declared in order to enroll in the course

c. Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

d. Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. Course Fee: Yes or No – Indicates that there are student fees associated with the course.

Note: The sections of the CAR referenced above and the CCG must match word for word.

3. Course level justification – Provide a justification for the level to which the course has been assigned.

Course Level Expectations for Academic Course Levels – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:
A.  **Lower Division Courses**

- **A100-A199**: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

- **A200-A299**: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B.  **Upper Division Courses**

Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

- **A300-A399**: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

- **A400-A499**: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C.  **Graduate-Level Courses**

- **A600-A699**: Require a background in the discipline, an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor’s degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For graduate-level coursework the justification must:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. “Admission to **** degree/certificate program” or “Graduate Status” where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. “Graduate Status.”

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:
   a. Competence in a specialized field of knowledge
   b. Extensive experience with specialized client relationships
   c. Application of expert knowledge within a recognized professional practice
   d. Analysis and synthesis of primary scholarship or research
   e. Self-directed written research projects
   f. Mastery of theoretical knowledge
Course Level Expectations for Preparatory/Developmental Course Levels – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. Instructional Goals and Student Learning Outcomes

   A. **Instructional Goals:** Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

   B. **Student Learning Outcomes:** Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

   C. **Goals and Student Learning Outcomes:** Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. Guidelines for Evaluation or Assessment Methods

   A. Student learning outcomes for programs and their assessments are treated in detail in the program’s Academic Assessment Plan. This plan is evaluated for new and modified programs.

   B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

   C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

   **Note:** All academic programs at UAA are assessed. Student learning outcomes for courses should be compatible with program student learning outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program’s assessment procedures, see the college assessment coordinator.

### Example 1

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of human emotion</td>
</tr>
<tr>
<td>Students demonstrate the ability to design an electro-mechanical system to accomplish a control function defined by the instructor, in accordance with applicable standards and codes.</td>
</tr>
</tbody>
</table>
Example 2

Instructional Goals:
This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:
1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.
3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

Student Learning Outcomes:
After completing this course, the student will be able to:
1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering "algorithmic" questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

Assessment Measures:
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. Topical course outline (not a syllabus) – List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

7. Suggested text(s) – Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

8. Bibliography – Provide a list of the literature, in alphabetical order, that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course student learning outcomes.

Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.
Section 10 - Step-By-Step Instructions for the Course Action Request

10.1 The CAR Form

<table>
<thead>
<tr>
<th>1a. School/College</th>
<th>1b. Section</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>3. Course Number</td>
<td>4. Previous Course Prefix &amp; Number</td>
</tr>
<tr>
<td>6. Complete Course Title</td>
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<tr>
<td>7. Type of Course</td>
<td>8. Type of Action</td>
<td>5. Repeat Status</td>
</tr>
<tr>
<td>Academic</td>
<td>Add</td>
<td>Change</td>
</tr>
<tr>
<td>Preparatory/Development</td>
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<td>Non-credit</td>
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<td>DEU</td>
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<tr>
<td>Professional Development</td>
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<td>9a. Course Title</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>A-F</td>
<td>Semester(s)</td>
<td>Unique with</td>
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<tr>
<td>PNP</td>
<td>From: / To: /</td>
<td>Cross List/Coordination/Signature</td>
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<td>MG</td>
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<td></td>
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<tr>
<td>12a. Impacted Courses or Programs</td>
<td></td>
<td></td>
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<tr>
<td>- List any programs or college requirements that require this course.</td>
<td></td>
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<tr>
<td>12b. Coordination with Library Liaison</td>
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<tr>
<td>13. General Education Requirement</td>
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<tr>
<td>Language/Communication</td>
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<td>Quantitative Skills</td>
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<td>Social Sciences</td>
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<td>Critical Thinking</td>
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<td>15. Course Description</td>
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<td>(Reduced length 20 to 50 words)</td>
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<tr>
<td>16a. Other Requirements (list prefix and number)</td>
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<tr>
<td>16b. Trial Score(s)</td>
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<tr>
<td>16c. Co-requisites/endorsement/credit required</td>
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<tr>
<td>College</td>
<td>Major</td>
<td>Cross</td>
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<td>16d. Registration Restrictions (if applicable)</td>
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<tr>
<td>- Common Core</td>
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<tr>
<td>17. Mark if course has fees</td>
<td></td>
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<tr>
<td>18. Mark if course is a selected topic course</td>
<td></td>
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<tr>
<td>19. Justification for Action</td>
<td></td>
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<tr>
<td>Initiate (Faculty only)</td>
<td></td>
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<td>Date</td>
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<tr>
<td>Approved</td>
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<tr>
<td>Department Chair</td>
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<td>Date</td>
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<tr>
<td>Approved</td>
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<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>Date</td>
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<td></td>
</tr>
<tr>
<td>Approved</td>
<td>Desapproved</td>
<td></td>
</tr>
</tbody>
</table>

| 16a. Coordination with Library Liaison |                     |                |               |
| 17. Mark if course has fees         |                             |                |               |
| 18. Mark if course is a selected topic course |             |                |               |
| 19. Justification for Action        |                             |                |               |
10.2 Instructions for Completing the CAR

Box 1a. School or College
Choose from the drop-down menu the school or college initiating action.
AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Division
Using the drop-down box, insert the division initiating action. Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.

College of Arts and Sciences
AFAR  Division of Performing and Fine Arts
AHUM  Division of Humanities
AMSC  Division of Mathematical and Natural Sciences
ASSC  Division of Social Sciences

College of Business and Public Policy
ADBP  Division of Business Programs
ADEX  Division of Economics and Public Policy

Community and Technical College
AAVI  Division of Aviation Technology
ABCT  Division of Computer Networking and Office Technologies
ACAH  Division of Culinary Arts and Hospitality
ACDT  Division of Construction and Design Technology
ADCE  Division of Community Education
ADTP  Division of Transportation and Power
ADVE  Division of Career and Technical Education
APER  Division of Physical Education and Recreation
APRS  Division of Preparatory Studies

College of Education
No Division Code

School of Engineering
No Division Code

College of Health
AHLS  Division of Health and Safety
ADHS  Division of Human Services and Health Sciences
ADSN  Division of Nursing
AJUS  Division of Justice
ASWK  Division of Social Work
Box 1c. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.

Box 2. Course Prefix
Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix in Section 11.

Box 3. Course Number
Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

1. Types of Courses
   A. Academic Credit Courses
      Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.
      The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
      UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):
      i. Lower division courses usually taken by freshmen and sophomores
         A100-A199: Freshman-level, lower division courses.
         A200-A299: Sophomore-level, lower division courses
      ii. Upper division courses usually taken by juniors and seniors
         A300-A399: Junior-level, upper division courses
         A400-A499: Senior-level, upper division courses
      iii. Graduate-level courses
         A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.
   B. Preparatory/Developmental Courses
      Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. Noncredit Courses

A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. Continuing Education Unit (CEU) courses

AC001-AC049: 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.

E. Professional Development Courses

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. Course Numbers: Second and Third Digits

The second and third digits of course numbers in the -90 range are used for specific course types.

-90 Selected topics: These are a generic “umbrella” course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

-92 Seminar or Workshops

Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

Workshop: A formal higher education offering with intensive instruction and information in a given field.

-93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

-95 Internship and Practicum

Internship: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.
Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

Thesis: Involve writing and/or completion of a thesis by the student.

**Box 4. Previous Course Prefix & Number**

Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert “N/A.” or if the prefix and the number has not changed, insert “N/A.”

Reinstatement of a course

When an inactive course is being reinstated with the same course prefix and number, place the word Reinstall in box 4. In box 8, Type of Action, select change.

**Box 5a. Credits/CEUs**

Insert the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

**Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)**

Insert the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. **Summary**

   - Semester = 15 weeks (standard semester length)
   - One (1) Contact Hour = 50 minutes per week (or 750 minutes for the course)
   - Outside Work = Additional time typically outside of classroom or laboratory
   - One (1) credit = 1 contact hour per week of lecture (15 contact hours of lecture for course)
     or 2 contact hours per week of supervised laboratory (or practica) if
outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

2. Examples

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. The CEU

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:
- 0.1 CEU = 1 hour of instruction and no additional hours of work for the course
- 1 CEU = 10 hours of instruction and no additional hours of work for course
- 1.5 CEUs = 15 hours of instruction and no additional hours of work for course
- 3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course
- 2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work

4. Minimum Course Length (Compressibility Policy)

The Compressibility Policy states: “Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will
appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course
Identifies type of course offered.

1. Academic Courses (numbered 100-499 and 600-699)
   A. Program Requirement - A credit course specifically required by degree, certificate, or a Minor program.
   B. Program Selective - A credit course within a group of courses from which a student is required to select.
   C. General Education Requirement - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   D. Elective - A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

2. Preparatory/Developmental Courses (050-099):
   Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).

3. Nondegree Courses
   A. Noncredit Courses (000-049) - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   B. CEUs (denoted by "AC" rather than just "A" before course number) - A course that provides further development of a trade, profession, or personal improvement.
   C. Professional Development Courses (A500-A599) - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

Box 8. Type of Action
Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status
Identifies the Repeat Status of the course.

- Yes means the course may be repeated for credit
- No means it cannot be repeated for credit

If repeat status is marked as Yes, the Number of Repeats and Maximum Hours must be indicated.
The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390  3 credits  
Repeat Status: Yes  Number of Repeats: 1  Max Credits: 6

**Box 10. Grading Basis**

Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

**Box 11. Implementation Date**

Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications must be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. **Program or Academic Policy**

   The overall principles affecting the date for implementation of academic policy or program change include the following:

   A. **Students must receive adequate notice of a program change.**

   B. **Staff must have adequate time to implement the change effectively.**

   Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

   Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.
Box 12. Cross-Listed or Stacked

1. Cross-listed
   A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
   B. Each cross-listed course must have a separate CAR for each prefix.
   C. Everything except the course prefix must be identical.
   D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.
   E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.
   F. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, ART/JPCA324 is listed both under Art and Journalism and Public Communications.

2. Stacked
   A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
   B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
   C. Courses may not be stacked informally for scheduling purposes.
   D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.
   E. Courses at the 300 level may not be stacked with 600-level courses.
   F. A500-A599 level (professional development) courses may not be stacked with any other course.
   G. If stacking status is requested, rationale must be provided.

If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)

Box 13a. Impacted Courses or Programs
Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:
   1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
   2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance)
In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. You should fill out a line of the table for every program, (including type of degree. e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.

Three or fewer lines (impacts) can be recorded directly into the table on the CAR. More than three requires the creation of a separate coordination spreadsheet is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), current catalog page, type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a. spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

** Courtesy Coordination**
Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term **courtesy coordination** can be used to document this type of situation. Type **courtesy coordination** in the table in the catalog page number field.

** Items that are NOT entered into Box 13a.**
- Do not enter the page number for the revised course itself into the table (e.g., CIS A330 course details and description are listed on page 349 of the catalog. If you are changing CIS A330 you do not have to list this impact and page number).
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** Program selective** - A credit course within a group of courses from which a student is required to select.

**Example of Box 13a (Coordination and Courtesy Coordination)**

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Logistics and Supply Chain Management, BBA</td>
<td>132</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>350</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
</tbody>
</table>
Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.

**Box 13b. Coordination Email Submitted to Faculty Listserv**
Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

**Box 13c. Coordination with Library Liaison**
The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

**Box 14. GERs**
Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

**Box 15. Course Description**
Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.

**Box 16a. Course Prerequisite(s)**
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.
A course prerequisite which **may** be taken concurrently must also be included in this box using the additional language “or concurrent enrollment.” This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

**Prerequisite examples:**

ECON A429 (Business Forecasting)
[CIS A110, BA A273, and [BA A377 or ECON A321]] with minimum grade of C

EDFN A303 (Foundations of Teaching and Learning)
[EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

EE A324 (Electromagnetics II)
[EE A314 or PHYS A314] and MATH A302

ENGL A311 (Advanced Composition)
[ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

FIRE A214 (Fire Protection Systems)
FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

SWK A342 (Human Behavior in the Social Environment)
PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

**Note:** Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites/Form.pdf

**Box 16b. Test Scores**

Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required. It is assumed that faculty may waive the requirement.

**Box 16c. Corequisite(s)**

Identifies a course (must be listed with prefix and number) which **must** be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

**Note:** If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).

**Box 16d. Other Restriction(s)**

Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission, major, class standing, or level). The name of the college or school, major, class standing, or level required should be specified in Box 16e. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

- College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
- Major – identifies a major which a student must have declared in order to enroll in the course.
c. Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

d. Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate). Checking the level box in 16d is mandatory for all graduate level 600 courses.

**Box 16e. Registration Restriction(s)**
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

**NOTE: Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.**

**Box 17. Mark if Course Has Fees**
Using the drop-down menu, choose Yes or No. Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as “Special Fees,” and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

**Box 18. Mark if Course is a Selected Topic Course**
Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

**Box 19. Justification for Action**
For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.
Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

### 11.1 The PAR Form

**Program/Prefix Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose one</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This program is a Gainful Employment Program:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Type of Action:</th>
<th>PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>Change</td>
<td></td>
</tr>
<tr>
<td>Delete</td>
<td>Inactivate</td>
<td></td>
</tr>
</tbody>
</table>

| 5. Implementation Date (semester/year) | From: / | To: / |

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College:</td>
</tr>
<tr>
<td>Faculty Initiator Name (typed):</td>
</tr>
<tr>
<td>Faculty Initiator Signed Initials:</td>
</tr>
<tr>
<td>Date: __________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Memo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
</table>

Initiator (faculty only)  
Initiator (TYPE NAME)  
Department Chair  
College/School Curriculum Committee Chair  
Dean/Director of School/College  
Undergraduate/Graduate Academic Board Chair  
Provost or Designee

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
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</table>

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
11.2 Instructions for Completing the PAR

Box 1a. School/College
Using the drop-down box, insert school or college initiating action.
AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Department
Insert department initiating action.  Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.

Box 2. Complete Program Title/PREFIX
Insert full title of the proposed program or prefix.

Box 3. Type of Program
Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:

- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the “Yes” box; otherwise, check the “No” box.  Meet with Associate Vice Chancellor for Enrollment Management to determine a program’s status.  Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action
Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date
Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.

Generally this is interpreted to mean that program/prefix changes, including new programs, must be advertised in
the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

**Box 6a. Coordination with Affected Units**

Coordination is the requirement that all faculty initiators of program/prefix actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

- The purpose of coordination is to:
  - A. Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.
  - B. Encourage collaboration among all academic units.
  - C. Maintain and improve quality of program offerings.

- An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.

- Coordination with affected units is required in the following cases:
  - A. When the program, courses, or content proposed bridges material regularly included in other disciplines.
  - B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.
  - C. When the proposed program can reasonably be expected to use courses offered by other disciplines.
  - D. When a subsequent allocation of resources resulting from the proposal will impact the unit’s ability to deliver academic courses required in other programs.

- Coordination should be initiated very early in the program development process – before finalization of the proposal.

- Coordination includes:
  - A. Sending proposal to department chairs of affected units
  - B. Actively seeking collaboration, comments and suggestions
  - C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within 10 working days of the notification date, it is assumed that there are no objections to the proposal.
After coordination is complete, in Box 6a: type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 6c. Coordination with Library Liaison
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

Box 7. Title and Program Description
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

Box 8. Justification for Action
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.
Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

Basic Format:
Department Name
Contact information, location, web address

1. General discipline information
   A. Degree or Certificate program name and description
   B. Overview and career information
   C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy.
   D. Honors: Header in the catalog should read: “Honors in Discipline”, e.g., Honors in English.
   E. Accreditation
   F. Research possibilities
   G. Gainful Employment statement (if needed)

2. Admission Requirements
   A. Preparation
   B. Pre-major
   C. Major

3. Advising

4. Academic Progress Requirements

5. Graduation Requirements
   A. General University
   B. General Education Requirements (GERs)
   C. College
   D. Major degree requirements
   E. Other graduation requirements

6. Faculty

Notes for creating and submitting catalog copy:

- You must use the Word formatted catalog copy available at www.uaa.alaska.edu/governance/.

- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.

- Within a department or discipline, the order of undergraduate programs should be:
  1. Honors
  2. Occupational endorsement certificates
3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:
1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an “or” appears (and nothing else). This is what it should look like:

  Upper Division Biology (choose one of the following) 3-4
  BIOL A310  Principles of Physiology (3)
  or
  BIOL A415  Comparative Animal Physiology (4)
  or
  BIOL A461  Molecular Biology (3)
  CHEM A105  General Chemistry I  3
  CHEM A105L  General Chemistry I Laboratory  1
  CHEM A106  General Chemistry II  3
  CHEM A106L  General Chemistry II Laboratory  1
  CHEM A253  Principles of Inorganic Chemistry  3

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.
EXAMPLE 1:

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska’s context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska’s Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences
Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter.
Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A, Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate's readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship
Admission Criteria
EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department’s published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.
**Academic Progress**

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

**Graduation Requirements**

Candidates must complete the following graduation requirements:

A. **General University Requirements**

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. **General Education Requirements**

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C **Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

D. **Liberal Studies Area**

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

**Sciences Core (15-24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSIS A102</td>
<td>Origins: Earth-Solar System-Life</td>
<td>5-8</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>GEOL A111</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>ASTR A103</td>
<td>Solar System Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ASTR A104</td>
<td>Stars, Galaxies and Cosmology</td>
<td>3</td>
</tr>
<tr>
<td>ASTR A104L</td>
<td>Stars, Galaxies and Cosmology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>LSIS A201</td>
<td>Life on Earth</td>
<td>5-8</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOL A102</td>
<td>Introductory Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL A103</td>
<td>Introductory Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL A115</td>
<td>Fundamentals of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A116</td>
<td>Fundamentals of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>LSIS A202</td>
<td>Concepts and Processes: Natural Sciences</td>
<td>5-8</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CHEM A103</td>
<td>Survey of Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

*If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.*

*If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.*

*Separate the two electives with an "or" on its own line.*
CHEM A103L Survey of Chemistry Laboratory (1)
and one of the following lecture/lab combinations:
PHYS A115 Physical Science (3)
and
PHYS A115L Physical Science Laboratory (1)
or
PHYS A123 Basic Physics I (3)
and
PHYS A123L Basic Physics I Laboratory (1)

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)
Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250 The Rise of Civilization (3) 3
or
HIST A390A Themes in World History (3)
HIST A131 History of United States I (3) 3
or
HIST A132 History of United States II (3)
or
HIST A355 Major Themes in US History (3)
EDSE A212 Human Development and Learning (3) ENGL A121 Introduction to Literature (3) 3
or
ENGL A201 Masterpieces of World Literature I (3)
or
ENGL A202 Masterpieces of World Literature II (3)
HUM A211 Introduction to Humanities I (3) 3
or
HUM A212 Introduction to Humanities II (3)
or
HNRS A192 Honors Seminar: Enduring Books (3)
LSSS A111 Cultural Foundations of Human Behavior (3) 3
or
HNRS A292 Seminar in Social Science (3)
or
ANTH A292 Cultural Anthropology (3)
LSIC A231 Truth, Beauty, and Goodness (3) 3
or
PHIL A301 Ethics (3)
LSSS A311 People, Places, and Ecosystems 3
or
ENVI A211 Environmental Science: Systems and Processes (3)
LSIC A331 Power, Authority, and Governance (3) 3

Double-check all course titles. They must exactly match the full titles published in the catalog course name.
SOC/PS A351 Political Sociology (3)
LSSS A312 Individuals, Groups, and Institutions (3) 3
or
PSY A111 General Psychology (3)
and
SOC A101 Introduction to Sociology (3)
or
SOC A375 Social Psychology (3)
or
PSY A375 Social Psychology (3)
or
LSIC A332 Science, Technology and Culture (3) 3

Select one course from fine arts GERs 3

**Mathematical Skills (9-13 credits)**

MATH A205 Communicating Mathematical Ideas and 3
STAT A252 Elementary Statistics (3) 3-4
or
STAT A253 Applied Statistics for the Sciences (4)
and
Select one additional course from quantitative skills GERs 3-6

**Oral and Written Communication Skills (9 credits)**

Select one course from oral communication GERs 3
Select two courses from written communication GERs 6

**E. Major Requirements**

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (22 credits)
   EDEC A242 Family and Community Partnerships (3) 3
   or
   HNRS A310 Community Service: Theory and Practice (3)
   EDEL A205 Becoming an Elementary Teacher 2
   EDFN A206 Introduction to Assessment in Education 1
   EDFN A300 Philosophical and Social Context of American Education (3) 3
   or
   EDFN A304 Comparative Education (3)
   EDFN A301 Foundations of Literacy and Language Development 3
   EDFN A302 Foundations of Educational Technology 2
   EDEL A392 Elementary Education Seminar I: Culturally Responsive Teaching 2
2. Complete the following methods courses (18 credits)

   EDEC A106  Creativity and the Arts in Early Childhood  3
   EDEL A325  Teaching Literacy in Elementary Schools  6
   EDEL A327  Teaching Social Studies in Elementary Schools  2
   EDEL A426  Teaching Mathematics in Elementary Schools  3
   EDEL A428  Teaching Science in Elementary Schools  2
   PEP A345  Incorporating Health and Physical Activity into the Pre-K-6 Classroom  2

**Concurrent enrollment in multiple courses is required. See an advisor for details.**

3. Complete the following field experiences and internship (16-19 credits)

   EDEL A395  Elementary Education Practicum I: Literacy and Social Studies  2
   EDEL A492A Elementary Education Seminar II: Learning Environment  2
   EDEL A492B Elementary Education Seminar III: Teaching Capstone  3
   EDEL A495A Elementary Education Practicum II: Learning Environment, Mathematics, Science  3
   EDEL A495B Elementary Education Internship 6-9
   or
   For Honors Option Senior Requirement:
   HRNS A499  Thesis (3)
   and
   EDEL A495B  Elementary Education Internship (6)

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

**BAEL and Honors College Option**

Take the following Honors College Core Program Courses (16 credits)

   HNRS A192 Honors Seminar: Enduring Books  3
   HNRS A292 Honors Seminar in Social Science  3
   HNRS A310 Community Service: Theory and Practice  3
   HNRS A392 Honors Thesis Seminar  1
   HNRS A499 Honors Thesis  3

   and taken concurrently with EDEL A495B Internship (6)  3

   (three credits of Internship apply to the Senior Requirement)

**Important:** See an advisor if considering the Honors Option.
Institutional Recommendation,
Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:
1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climatic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science,
Arctic Engineering

The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA School of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Engineering faculty members.

Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:
1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;

7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;

8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;

9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;

10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and

11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

**Admission Requirements**

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

**Graduation Requirements**

See the beginning of this chapter for University Requirements for Graduate Degrees.

**Major Requirements**

1. Candidates must complete the following core courses (9 credits):
   - CE A603 Arctic Engineering* 3
   - CE A681 Frozen Ground Engineering 3
   - ME A685 Arctic Heat and Mass Transfer 3

   *Students who have completed CE A603 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace CE A603 with an elective, 3-credit course accepted by the student’s graduate advisory committee.

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits):
   - CE A682 Ice Engineering (3)
   - CE A683 Arctic Hydrology and Hydraulic Engineering (3)
   - CE A684 Arctic Utility Distribution (3)
   - CE A689 Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student’s program of study, as approved by the student’s advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student’s advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student’s advisory committee.

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:
   - CE A686 Civil Engineering Project 3
The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.

f. The written project report, in the judgment of the candidate’s advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

5. A total of 30 credits is required for the degree.

FACULTY

T. Bart Quimby, Professor, AFTBQ@uaa.alaska.edu
Tom Ravens, Professor, AFTMR@uaa.alaska.edu
Orson Smith, Professor, AFOPS@uaa.alaska.edu
Zhaohui Yang, Associate Professor, AFZY@uaa.alaska.edu
Hannele Zubeck, Professor/Chair, AFH1KZ@uaa.alaska.edu
Appendix A - Links to Templates

The following templates can be found at www.uaa.alaska.edu/governance/coordination/index.cfm:

- **Budget Worksheet** - Provides detailed budget information for a new program.

- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR).

- **Fee Request Form** - Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost’s approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information http://www.alaska.edu/bor/policy-regulations.

- **Four-Year Course Offering Plan** - Identifies the Four-Year Course Offering Plan for a new program.

- **Resource Implication Form** - Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents** - Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website (http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm)

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.
Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Action Request (CAR):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Content Guide (CCG):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Coordination Spreadsheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Faculty Matrix:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Program/Prefix Action Request (PAR):**
  http://www.uaa.alaska.edu/governance/curriculumexamples.cfm

- **Program Academic Assessment Plan:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Prospectus:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Risk Management Plan:**
  www.uaa.alaska.edu/governance/curriculumexamples.cfm
Appendix C - Observable Verbs

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls information</td>
<td>Uses knowledge or generalizations in a new situation</td>
<td>Breaks down knowledge into parts and shows relationships among parts</td>
<td>Brings together parts of knowledge to forms a whole and builds relationships for new situations</td>
</tr>
<tr>
<td>Comprehends</td>
<td>Associates</td>
<td>Analyzes</td>
<td>Arranges</td>
</tr>
<tr>
<td>Arranges</td>
<td>Chooses</td>
<td>Appraises</td>
<td>Assembles</td>
</tr>
<tr>
<td>Counts</td>
<td>Compares</td>
<td>Calculates</td>
<td>Collects</td>
</tr>
<tr>
<td>Describes</td>
<td>Computes</td>
<td>Categorizes</td>
<td>Combines</td>
</tr>
<tr>
<td>Draws</td>
<td>Contrasts</td>
<td>Compares</td>
<td>Compiles</td>
</tr>
<tr>
<td>Duplicates</td>
<td>Converts</td>
<td>Concludes</td>
<td>Composes</td>
</tr>
<tr>
<td>Identifies</td>
<td>Defends</td>
<td>Constructs</td>
<td>Constructs</td>
</tr>
<tr>
<td>Indicates</td>
<td>Differentiates</td>
<td>Contrasts</td>
<td>Creates</td>
</tr>
<tr>
<td>Labels</td>
<td>Discusses</td>
<td>Correlates</td>
<td>Designs</td>
</tr>
<tr>
<td>Lists</td>
<td>Distinguishes</td>
<td>Criticizes</td>
<td>Develops</td>
</tr>
<tr>
<td>Matches</td>
<td>Dramatizes</td>
<td>Debate s</td>
<td>Devises</td>
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<td>Memorizes</td>
<td>Estimates</td>
<td>Deduces</td>
<td>Formulates</td>
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<td>Names</td>
<td>Explains</td>
<td>Detects</td>
<td>Generalizes</td>
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<td>Orders</td>
<td>Extends</td>
<td>Determines</td>
<td>Generates</td>
</tr>
<tr>
<td>Outlines</td>
<td>Extrapolates</td>
<td>Develops</td>
<td>Integrates</td>
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<tr>
<td>Points to</td>
<td>Generalizes</td>
<td>Diagnoses</td>
<td>Manages</td>
</tr>
<tr>
<td>Produces</td>
<td>Gives Examples</td>
<td>Differentiates</td>
<td>Organizes</td>
</tr>
<tr>
<td>Quotes</td>
<td>Infers</td>
<td>Discriminates</td>
<td>Plans</td>
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<tr>
<td>Reads</td>
<td>Interprets</td>
<td>Distinguishes</td>
<td>Prescribes</td>
</tr>
<tr>
<td>Recalls</td>
<td>Picks</td>
<td>Estimates</td>
<td>Prepares</td>
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<td>Recites</td>
<td>Reports</td>
<td>Evaluates</td>
<td>Produces</td>
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<tr>
<td>Recognizes</td>
<td>Restates</td>
<td>Examines</td>
<td>Proposes</td>
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<td>Records</td>
<td>Reviews</td>
<td>Experiments</td>
<td>Predicts</td>
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<tr>
<td>Relates</td>
<td>Rewrites</td>
<td>Generalizes</td>
<td>Rearranges</td>
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<tr>
<td>Repeats</td>
<td>Schedules</td>
<td>Identifies</td>
<td>Reorganizes</td>
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<tr>
<td>Reproduces</td>
<td>Sketches</td>
<td>Infers</td>
<td>Revises</td>
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<tr>
<td>Selects</td>
<td>Summarizes</td>
<td>Insppects</td>
<td>Sets up</td>
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<td>Tabulates</td>
<td>Translates</td>
<td>Initiates</td>
<td>Specifies</td>
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<tr>
<td>Traces</td>
<td></td>
<td>Inventories</td>
<td>Synthesizes</td>
</tr>
<tr>
<td>Writes</td>
<td></td>
<td>Predicts</td>
<td>Systematizes</td>
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</tbody>
</table>

290
<table>
<thead>
<tr>
<th>Comprehension – Interpret information in one’s own words</th>
<th>Evaluation – Make judgments on basis of given criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
<td>Appraises</td>
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<tr>
<td>Classify</td>
<td>Argues</td>
</tr>
<tr>
<td>Cite examples of</td>
<td>Assesses</td>
</tr>
<tr>
<td>Computes</td>
<td>Attacks</td>
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<tr>
<td>Contrasts</td>
<td>Chooses</td>
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<td>Defends</td>
<td>Concludes</td>
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<td>Describes</td>
<td>Critiques</td>
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<td>Determines</td>
<td>Defends</td>
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<td>Differentiates</td>
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<td>Discusses</td>
<td>Estimates</td>
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<td>Distinguishes</td>
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<td>Estimates</td>
<td>Grades</td>
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<td>Explains</td>
<td>Judges</td>
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<tr>
<td>Expresses</td>
<td>Justifies</td>
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<td>Extends</td>
<td>Measures</td>
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<td>Predicts</td>
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<tr>
<td>Generalizes</td>
<td>Ranks</td>
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<tr>
<td>Gives examples</td>
<td>Rates</td>
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<tr>
<td>Identifies</td>
<td>Revises</td>
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<tr>
<td>Indicates</td>
<td>Scores</td>
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<tr>
<td>Infers</td>
<td>Selects</td>
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<tr>
<td>Interprets</td>
<td>Supports</td>
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<td>Interpolates</td>
<td>Tests</td>
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<tr>
<td>Locates</td>
<td>Validates</td>
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<tr>
<td>Practices</td>
<td>Values</td>
</tr>
<tr>
<td>Recognizes</td>
<td></td>
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<tr>
<td>Reports</td>
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<td>Restates</td>
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<td>Review</td>
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<td>Rewrites</td>
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<td>Selects</td>
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<td>Simulates</td>
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<td>Sorts</td>
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<td>Summarizes</td>
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<td>Tells</td>
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<tr>
<td>Translates</td>
<td></td>
</tr>
</tbody>
</table>
Affective Domain Observable Verbs

The affective domain contains skills that deal with emotions, feelings, and values. You will notice that these verbs span differently than cognitive verbs as pertains to level.

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organization</th>
<th>Internalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to attend to a particular stimuli</td>
<td>Active participation when attending to stimuli</td>
<td>Worth or value student attaches to something</td>
<td>Bringing together different values, resolving conflicts between them</td>
<td>Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</td>
</tr>
<tr>
<td>Asks</td>
<td>Accepts</td>
<td>Associates with</td>
<td>Adheres to</td>
<td>Acts</td>
</tr>
<tr>
<td>Chooses</td>
<td>responsibility</td>
<td>responsibility</td>
<td>Assumes</td>
<td>Changes behavior</td>
</tr>
<tr>
<td>Follows</td>
<td>Answers</td>
<td>Believes in</td>
<td>alters</td>
<td>Develops a code of behavior</td>
</tr>
<tr>
<td>Gives</td>
<td>Assists</td>
<td>Be convinced</td>
<td>Arranges</td>
<td>Develops a philosophy of life</td>
</tr>
<tr>
<td>Holds</td>
<td>Be willing to</td>
<td>Completes</td>
<td>Classifies</td>
<td>Influences</td>
</tr>
<tr>
<td>Selects</td>
<td>Conforms</td>
<td>Describes</td>
<td>Combines</td>
<td>Judges</td>
</tr>
<tr>
<td>Shows interest</td>
<td>Enjoys</td>
<td>Differentiates</td>
<td>Defends</td>
<td>problems/issues</td>
</tr>
<tr>
<td></td>
<td>Greets</td>
<td>Has faith in</td>
<td>Establishes</td>
<td>Listens</td>
</tr>
<tr>
<td></td>
<td>Helps</td>
<td>Initiates</td>
<td>Forms judgments</td>
<td>Performs</td>
</tr>
<tr>
<td></td>
<td>Obeys</td>
<td>Invites</td>
<td>Identifies with</td>
<td>Practices</td>
</tr>
<tr>
<td></td>
<td>Performs</td>
<td>Joins</td>
<td>Integrates</td>
<td>Qualifies</td>
</tr>
<tr>
<td></td>
<td>Practices</td>
<td>Participates</td>
<td>Organizes</td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td>Presents</td>
<td>Proposes</td>
<td>Weighs alternatives</td>
<td>Serves</td>
</tr>
<tr>
<td></td>
<td>Reports</td>
<td>Selects</td>
<td></td>
<td>Shows mature</td>
</tr>
<tr>
<td></td>
<td>Selects</td>
<td>Shares</td>
<td></td>
<td>attitude</td>
</tr>
<tr>
<td></td>
<td>Tells</td>
<td>Subscribes to</td>
<td></td>
<td>Solves</td>
</tr>
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<td></td>
<td></td>
<td>Works</td>
<td></td>
<td>Verifies</td>
</tr>
</tbody>
</table>
### Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

<table>
<thead>
<tr>
<th>Imitating</th>
<th>Manipulating</th>
<th>Perfecting</th>
<th>Articulating</th>
<th>Naturalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.</td>
<td>Performs the skill or produces the product in a recognizable fashion by following general instructions.</td>
<td>Independently performs the skill or produces the product, with apparent ease, at an expert level.</td>
<td>Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.</td>
<td>Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.</td>
</tr>
<tr>
<td>Attempts</td>
<td>Completes</td>
<td>Achieves</td>
<td>Adapts</td>
<td>Naturally</td>
</tr>
<tr>
<td>Copies</td>
<td>Does</td>
<td>Automatically</td>
<td>Advances</td>
<td>Perfectly</td>
</tr>
<tr>
<td>Duplicates</td>
<td>Follows</td>
<td>Excels</td>
<td>Alters</td>
<td></td>
</tr>
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Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3[a-d]).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each community campus, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member’s department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.
Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board
During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.

Graduate Academic Board
During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

Summer Meetings
Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification
All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

Agenda and Summary

Structure
Date, Time, and Location
The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

I. Roll
II. Approval of the Agenda
III. Approval of Meeting Summary
IV. Administrative Report
V. Chair’s Report
VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
VII. CAR or PAR-First Reading
VIII. Old Business
IX. New Business
X. Informational Items
XI. Adjournment

Definitions
Meeting Summary
The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading
- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs
- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading
- Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items
- The Board may discuss these items and/or request that the items be placed on a future agenda for
Meeting Procedure

UAB/GAB meetings are governed by *Robert's Rules of Order.*
A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

*Note:* Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:
- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

Measurements may be direct and/or indirect. Examples of each are below:
- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:
- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:

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UAA Degree and Certificate Approval Process

**Faculty Initiated**
Addition/Change/Deletion of Program

- Consult With Office of Academic Affairs
- Department Curriculum Committee/Chair
- College/School Curriculum Committee
- College School Dean/Director

**Faculty, Dean, or Director Initiated**
Suspension of Program

- Governance Office
- Undergraduate Academic Board (UAB)
- Faculty Senate
- Graduate Academic Board (GAB)

**OAA/Provost Approval**

- Program Name Changes
- New or Revised Minors, OECs, Workforce Credentials
- New Programs, Major Program Revisions*, Program Deletions
- Minor Program Changes
- Program Suspensions

- Chancellor
- OAA
- UA President
- Board of Regents**

- Northwest Commission on Colleges and Universities Notification
- OAA
- Office of the Registrar

- OAA
- UA President
- Board of Regents**

**Consult with Academic Affairs for determining whether proposed changes meet the criteria for major program changes.**

**Requires 60-day advance notice to have items placed on the agenda**
Date: August 8, 2012

To: Undergraduate Academic Board
Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)

RE: Proposed modification of Catalog language regarding catalog year and course prerequisites

This request is to clarify catalog language regarding enforcement of course prerequisites. This was the subject of two recent student appeals. In one case, the student maintained that only the prerequisites found in the catalog for his catalog year could be enforced. The faculty understanding was that the student needed to meet the current prerequisite for the course. In AY12 Interim Vice Provost Bart Quimby discussed the issue with faculty leaders, and the consensus was that students must meet the course prerequisites in place at the time they take the course.

It is proposed that the language be clarified as shown below.

2011-2012 Catalog, pg 62
Catalog Year

Certificates and Associate Degrees
Each student’s program catalog year is established when the student is first admitted into a certificate or degree program as a major or pre-major. A student’s program catalog year is adjusted if the student formally postpones admission (see Postponed Admission in this chapter) or executes a change of major (See Change of Major or Degree in this chapter).

Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a certificate or associate degree program or the catalog in effect at the time of graduation.

If the requirements for a certificate or associate degree as specified in the entry-level catalog are not met within five years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Baccalaureate Degrees
Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular General Education Requirement (GER) in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

If the requirements for a baccalaureate degree as specified in the entry-level catalog are not met within seven years of formal acceptance into the program, admission expires and the
student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Course Requirements
Students must meet the enrollment requirements in effect for courses at the time they enroll in each course.

2011-2012 Catalog, pg 66

Faculty-Initiated Drop or Withdrawal
A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.

The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class at the time the course is taken. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus. Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
AWARD OF POSTHUMOUS DEGREES

University of Alaska Anchorage may confer posthumous degrees and certificates upon students who are deceased prior to but nearing formal completion of all degree/certificate requirements of the programs being pursued. Students who are not considered “nearing completion” as outlined below may still be considered for a Certificate of Attendance*.

A. Eligibility

To be eligible for the award of a University of Alaska Anchorage degree posthumously the student generally must have met the following conditions:

1. At the time of death, the student was nearing completion of work required for award of the degree. “Nearing completion” is defined as being registered in the final coursework required for degree. For graduate students in thesis programs, significant coursework should have been completed and the student should have commenced the research process. Graduate students in non-thesis programs should have completed a substantial portion of the required coursework.

2. The student was in good academic standing and was successfully progressing toward completion of requirements for the degree to be awarded. Put another way it is reasonable to assume that they would have graduated at the end of the semester.

3. Recommendation for award of the degree was made by faculty in the student’s major department, and approved by the department head, school or college dean and Provost, and, in the case of graduate students, the Dean of the Graduate School.

Final approval for awarding of posthumous degrees shall rest with the Provost.

B. Approval Process

The process for identifying and considering candidates for the award of degrees posthumously shall be as follows:

1. The Vice Chancellor for Student Affairs, Provost, or the Dean of the Graduate School, upon learning of the death of a University of Alaska Anchorage student, shall ascertain the relative academic standing of the student, as specified in paragraphs 1 and 2 of Section A above.

2. If the deceased student is determined to be eligible as a candidate for posthumous award of the degree being pursued, the Vice Chancellor for
Student Affairs, of the Dean of the Graduate School, will so certify to the Provost.

3. Upon learning that the deceased student is eligible for consideration for the award of a posthumous degree, the Provost will communicate this information to the appropriate school or college dean.

4. The departmental faculty, department head and dean will determine if the student’s overall record merits further consideration and recommendation that the posthumous award be granted; such information will be communicated to the Provost.

5. The Provost will weigh all information relating to each case independently. The Provost’s will communicate a decision to posthumously confer a degree to the deceased student’s family and to the University Registrar.

C. **Awarding of Posthumous Degrees**

Upon approval by the Provost the following procedure will be followed:

1. The Provost will notify the family of the deceased student.
2. The degree will be conferred at the next regularly scheduled commencement exercise.
3. The University Registrar will note the posthumous nature of the award on the diploma, the student’s permanent record and in the commencement program.

D. **Extraordinary Circumstances**

Cases that do not meet the above specified criteria may be considered when extraordinary circumstances prevail. In such cases, the appropriate faculty, department head, dean, and the Registrar will be consulted prior to a recommendation being prepared for the Provost’s consideration.

*CERTIFICATE OF ATTENDANCE*

University of Alaska Anchorage may present a certificate of attendance upon students who are deceased who have attended the university but were unable to complete degree/certificate requirements of the program(s) being pursued.
To: UAB/GAB Governance Boards  
From: Lora Volden, University Registrar  
Re: Summer Add/Drop Deadlines

**Issue**  
Add/drop deadlines for summer were historically established by the Office of the Registrar and have never been approved by faculty. With the removal of the 50% refund and the increasing numbers of “miscellaneous” part of term courses these dates are frequently called into question.

**Considerations**  
- Having multiple deadlines is confusing for students, faculty, and staff and is difficult to enforce.
- There is strong belief that students should be able to attend one class period before being financially accountable for course.
- Banner cannot produce different add/drop dates for every scenario.

**Proposal**  
Add/Drop Deadline for any summer course will be one week after the published start date. (i.e. class begins June 12, students may drop through 5 p.m. June 19th and get full refund. Students may also add through June 19th assuming faculty approval).

Faculty approval will be required for all classes after the first class meeting. Even if space is available, faculty will need to approve a student adding the class.

Withdrawal deadline will be the 3rd Friday of first and second five week term. All courses with a start date prior to June 10th will be held to the first withdrawal deadline, all other summer courses will be held to the second.
MEMO

Michael Worth (mjworth@uaa.alaska.edu, 786-1555)
Lindsey Chadwell (lnchadwell@uaa.alaska.edu, 786-1209)
Gianna Ridgeway (gridgew1@uaa.alaska.edu, 786-4606)
Office of the Registrar
University of Alaska Anchorage

TO:   All Deans and Directors, Associate Deans,
      Community Campus Assistant Directors

RE:   Purge List 2012-13 Nonacademic Courses

DATE:  September 10, 2012

Periodically the Office of the Registrar reviews active, nonacademic (professional development, CEU, and noncredit) courses and identifies those which have not been offered in four academic years (eight fall and spring semesters) or have never been offered. The 241 courses on the attached spreadsheets are scheduled to be purged from the active database shortly. This is your opportunity to review the list of courses before the cleanup. Please share the information with your departments and curriculum committees. If your department wishes to retain a course, written justification must be provided. (An email will suffice.)

Justifications for retaining dormant courses must be presented in writing addressed to one of the Curriculum and Publications Specialists listed above. The deadline for providing this information is 5 p.m. Friday, October 5, 2012. If no response is received from your office by the deadline, then the courses will be purged.

If you have any questions, please contact any of us. Our contact information appears above.

Thank you.
<table>
<thead>
<tr>
<th>SUBJECT PREFIX</th>
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<th>BANNER COLLEGE CODE</th>
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