Undergraduate Academic Board
Revised Agenda

September 17, 2010
2:00-5:00
ADM 204

I. Roll

( ) Hilary Davies	( ) Susan Wilson	( ) Deborah Fox	( ) Adjunct vacancy
( ) Paola Banchero	( ) Hilary Seitz	( ) FS at large vacancy	( ) USUAA vacancy
( ) David Meyers	( ) Cheryl Smith	( ) FS at large vacancy	Ex-Officio Members:
( ) Suzanne Forster	( ) Utpal Dutta	( ) Advis./Couns. vacancy	( ) Bart Quimby
( ) Susan Fallon	( ) Kevin Keating	( ) CAS vacancy	( ) John Allred
( ) Dave Fitzgerald	( ) Marion Yapuncich	( ) Kathrynn Hollis Buchanan	

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

III. Approval of Meeting Summary (pg. 3-6)

IV. Administrative Report

A. Associate Vice Provost Bart Quimby

B. Registrar John Allred

Second readings: Policy items for discussion in UAB

1. Number of credits that must be taken at UAA to be considered for honors. (pg. 7)
   Last year I wrote a poor piece of policy requesting that int'l students be required to have 70% of their courses with letter grades to be considered for institutional honors. Rather than only international students I would request consideration that this measure of 70% be applied to all students.
   Christine will add page 67 to the agenda next week

2. Military credit, why do we limit the application of the credit.
   We place no restrictions on credits that may be applied toward degree completion from the FAA, from American Military University, from other ACE guide reviewed programs. Why do we limit military credit?

   Prior to the 91 catalog it appears that the limitation was 30 credits and no distinction for 2 or 4 year degrees. Since we have reduced the number toward a 2-year degree.

   This limitation is difficult to administer as we attempt to equate military training and credit to actual UAA courses. DegreeWorks is not able to identify military versus other credit.

   Recommend
   a. Restrict all ACE guide credits used in degree programs to the current military limits. OR
   b. Un-restrict all ACE guide credit use

3. Once a GER always a GER in regard to GEOG A205/L, ENVI A202, & GEOG A211/L (pg. 8)
   The policy to allow a course once taken, if it was a GER, to always be applied as a GER is problematic in the case of these courses. A policy was put in place to limit the number of credits that could be received for this group of courses. We have no way to follow both policies.

4. Should a student who already has a Baccalaureate degree be able to get an AA?
   We are seeing more and more students coming to UAA after completing a baccalaureate level degree, who are seeking an AA degree. We feel it appropriate that they might want an AAS in a specific training area, but the AA appears to be intended as a baccalaureate link type degree that should not be granted after the baccalaureate degree has been awarded. This is a tactic used by many international students to extend their visa and by others to avoid loan repayment. Further, it is a quick way to be granted another credential.

V. Chair's Report

A. UAB Chair- Hilary Davies

B. GERC- Sue Fallon

C. Assessment Committee Report- Bart Quimby

VI. Program/Course Action Request- Second Readings

Chg CE A424 Pavement Design (3 cr) (2+2) (stacked with CE A624) (pg. 9-20)

Chg ECON A300 The Economy of Alaska (3 cr) (3+0) (pg. 21-30)

Chg CIS A361 Advanced Contemporary Business Applications Development (3 cr) (3+0) (pg. 31-36)

No revisions received for the 2nd reading at the UAB meeting:

Chg Bachelor of Science, Health Sciences
Additional modification still being made to program catalog copy

VII. Program/Course Action Request – First Reading

Chg BA A155 Personal Investments (3 cr) (3+0) (pg. 37-40)

Chg PHYS A303 Modern Physics (3 cr) (3+0) (pg. 41-44)

Chg PS A343 Constitutional Law (3 cr) (3+0) (crosslisted with JUST A343) (pg. 45-47)

Chg JUST A343 Constitutional Law (3 cr) (3+0) (crosslisted with PS A343) (pg. 48-51)

VIII. Unfinished Business

IX. New Business

A. Minor Changes to Catalog Introduction (pg. 52)

B. Re-evaluation of University Honors Requirements (pg. 53-55)
Task force committee:
Hilary Davies
Kathrynn Hollis Buchanan
Deborah Fox
Request for student government for input
Honors College volunteer

C. Consistent wording on stacking of 500 level courses (see below) (pg. 56)

X. Informational Items and Adjournment

A. GERC Memo (pg. 57-60)
B. Robert's Rules of Order Brief Overview (pg. 61)
C. Curriculum Log
D. Curriculum Handbook
E. Catalog Copy
F. Accreditation website NWCCU Standards Draft 5.0 with Tracked Changes
http://www.nwccu.org/Standards%20Review/StandardsReview.htm

September 10, 2010
2:00-5:00
ADM 204

I. Roll

(x) Hilary Davies	(x) Susan Wilson	(x) Deborah Fox	( ) Adjunct vacancy
(x) Paola Banchero	(x) Hilary Seitz	( ) FS at large vacancy	( ) USUAA vacancy
(x) David Meyers	(x) Cheryl Smith	( ) FS at large vacancy	Ex-Officio Members:
( ) Suzanne Forster	(x) Utpal Dutta	( ) Advis./Couns. vacancy	(x) Bart Quimby
(x) Susan Fallon	(x) Kevin Keating	( ) CAS vacancy	(x) John Allred
(x) Dave Fitzgerald	(x) Marion Yapuncich	(x) Kathrynn Hollis Buchanan	

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

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

IV. Administrative Report

A. Associate Vice Provost Bart Quimby
If you are working on new programs, contact Bart Quimby

B. Registrar John Allred (pg. 5)
Policy items for discussion in UAB

1. Number of credits that must be taken at UAA to be considered for honors.
   Last year I wrote a poor piece of policy requesting that int'l students be required to have 70% of their courses with letter grades to be considered for institutional honors. Rather than only international students I would request consideration that this measure of 70% be applied to all students.
   First reading
   This will be discussed at the next UAB meeting
   Christine will add page 67 to the agenda next week

2. Military credit, why do we limit the application of the credit.
   We place no restrictions on credits that may be applied toward degree completion from the FAA, from American Military University, from other ACE guide reviewed programs. Why do we limit military credit?

   Prior to the 91 catalog it appears that the limitation was 30 credits and no distinction for 2 or 4 year degrees. Since we have reduced the number toward a 2-year degree.

   This limitation is difficult to administer as we attempt to equate military training and credit to actual UAA courses. DegreeWorks is not able to identify military versus other credit.

   Recommend
   a. Restrict all ACE guide credits used in degree programs to the current military limits. OR
   b. Un-restrict all ACE guide credit use

   First reading
   This will be discussed at the next UAB meeting
   Registrar will verify what unrestricting all ACE guide credit use will mean in relation to financial aid.

3. Once a GER always a GER in regard to GEOG A205/L, ENVI A202, & GEOG A211/L
   The policy to allow a course once taken, if it was a GER, to always be applied as a GER is problematic in the case of these courses. A policy was put in place to limit the number of credits that could be received for this group of courses. We have no way to follow both policies.
   First reading
   This will be discussed at the next UAB meeting
   Christine has sent out an email from Lora Volden regarding this issue.

4. Should a student who already has a Baccalaureate degree be able to get an AA?
   We are seeing more and more students coming to UAA after completing a baccalaureate level degree, who are seeking an AA degree. We feel it appropriate that they might want an AAS in a specific training area, but the AA appears to be intended as a baccalaureate link type degree that should not be granted after the baccalaureate degree has been awarded. This is a tactic used by many international students to extend their visa and by others to avoid loan repayment. Further, it is a quick way to be granted another credential.

First reading
This will be discussed at the next UAB meeting

V. Chair's Report

A. UAB Chair- Hilary Davies

B. GERC- Sue Fallon

C. Assessment Committee Report- Bart Quimby

VI. Program/Course Action Request- Second Readings

Chg CE A424 Pavement Design (3 cr) (2+2) (stacked with CE A624) (pg. 6-17)
No action taken, UAB requests revisions be submitted for review

Add SWK A473 Geriatric Social Work Practice (3 cr) (3+0) (stacked with SWK A671) (pg. 18-31)
Motion to approve; motion seconded
Vote:
For 9
Against 0
Approved

Chg DA A127 Dental Office Administration (3 cr) (3+0) (pg. 32-35)
Chg DA A195A Clinical Practicum I (1 cr) (0+6) (pg. 36-38)
Motion to approve both DA courses; motion seconded
Vote:
For 10
Against 0
Approved

Chg Undergraduate Certificate and AA/AAS in Dental Assisting (pg. 39-46)
Motion to approve both DA courses; motion seconded
Vote:
For 11
Against 0
Approved

Add HS A210 Introduction to Environmental Health (3 cr) (3+0) (pg. 47-50)
Add HS A230 Introduction to Global Health (3 cr) (3+0) (pg. 51-55)
Add HS A345 Planning and Implementation of Health Education Programs (3 cr) (3+0) (pg. 56-60)
Add HS A420 Introduction to Program Evaluation (3 cr) (3+0) (crosslisted with HUMS A420) (pg. 61-65)
Add HUMS A420 Introduction to Program Evaluation (3 cr) (3+0) (crosslisted with HS A420) (pg. 66-70)
Add HS A492 Senior Seminar: Contemporary Health Policy (3 cr) (3+0) (**GER)** (pg. 71-74)
Add HS A495 Health Sciences Practicum (3 cr) (1+6) (pg. 75-77)
Add HS A499 Senior Thesis in Health Sciences (3 cr) (0+9) (pg. 78-80)
Motion to approve all HS and HUMS courses; motion seconded
Vote:
For 10
Against 0
Approved

<u>No revisions received for the 2nd reading at the UAB meeting:</u>
Chg ECON A300 The Economy of Alaska (3 cr) (3+0)
Will attend September meeting

Chg Bachelor of Science, Health Sciences
Additional modification still being made to program catalog copy

Chg CIS A361 Advanced Contemporary Business Applications Development (3 cr) (3+0)
No revisions received

VII. Program/Course Action Request – First Reading

VIII. Unfinished Business

IX. New Business

A. Proposed Goals for 2010-2011

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.

GOAL 3: Update the plan for curriculum updates together with the GAB Chair and Associate Vice Provost Bart Quimby.

GOAL 4: Improve communication/coordination with curriculum committee chairs and department chairs.

GOAL 5: Continue outreach to colleges, departments and individual faculty regarding curriculum updates (ie. workshops, listserv notifications).

GOAL 6: Examine policy change in regard to honors (repeat and aging courses).

Second reading
For 11
Against 0
Approved

B. Curriculum Update memo (pg. 81-83)
MOTION: This memo will be sent out to the faculty list serve after it is taken to Faculty Senate Executive Board.
For 9
Against 0
Approved

C. Revised PAR (pg. 84)
Second Reading
For 10
Against 0
Approved

D. Suggested Policy for the Curriculum Handbook-
When a course is purged/deleted, reference to that course in impacted programs and courses will be struck from the catalog and from Banner.
Second Reading
For 11
Against 0
Approved

E. Define Minor Changes-
Changes in program catalog copy introduction
This will be discussed at the next UAB meeting

F. Re-evaluation of University Honors Requirements (pg. 85-87)
Task force committee volunteers:
Hilary Davies
Kathrynn Hollis Buchanan
Deborah Fox
Request for student government for input
Honors College volunteer
This will be discussed at the next UAB meeting

G. Delete appendix F (Guidelines for UAA Distance Education Courses) from the Curriculum Handbook, and link to the Distance Education Handbook posted on the Governance website. This handbook was written by ACDLIT and approved by the Faculty Senate last year.
Second Reading
For 10
Against 0
Approved

H. Consistent wording on stacking of 500 level courses (see below)
Page 29

I. ***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 credit course numbered A050-A499 and A600-A699 or with AC001-AC049 CEU (continuing education unit) courses.

vi. If stacking status is requested, rationale must be provided.

vii. Courses at the 300 level may not be stacked with 600-level courses.

Hilary will do some research on 500 level course references
This will be discussed at the next UAB meeting

X. Informational Items and Adjournment

A. Curriculum Log
B. Curriculum Handbook
C. Catalog Copy
D. Accreditation website NWCCU Standards Draft 5.0 with Tracked Changes
http://www.nwccu.org/Standards%20Review/StandardsReview.htm

To discuss with Executive board: details of meeting minutes

least 12 UAA credits graded with academic letter grades and must have earned a GPA of 4.00 for the semester. Regardless of the number of credits a student is enrolled in, temporary grades of I (incomplete) or DF (deferred) will prevent a student from being eligible for the Chancellor's List.

Program Completion

Graduation Application

UAA issues diplomas three times a year: in January after the fall semester, in May after the spring semester, and in September after the summer session. To be eligible for graduation at the end of a given semester, a student must:

- Be formally admitted to the degree or certificate program;
- Submit an Application for Graduation online and pay the required fee to the Office of the Registrar.

Application for Graduation deadlines are July 1 for summer graduation, November 1 for fall graduation and March 1 for spring graduation. If the student meets all requirements by the end of the semester, the certificate or degree is awarded after completion of the semester. Students are held responsible for meeting all academic regulations and degree/certificate requirements.

Occupational endorsement certificates are awarded by the offering academic unit, rather than at commencement. Students should check with their advisors to determine what arrangements are followed.

Names of students receiving undergraduate certificates and degrees appear in the commencement program in the spring and are released to the media unless a student places a directory hold on their records.

Students who apply for graduation and who do not complete their degree/certificate requirements by the end of the semester in which they have been approved to graduate, but are within six credits of completion, will have their application request changed to the following semester by the Office of the Registrar. This courtesy change will be granted one time. Students with more than 6 outstanding credits of requirements remaining, or who have 6 credits or fewer remaining for a second semester, must reapply for graduation and pay another application fee.

Graduation with Honors

To be eligible to graduate with honors, associate's and baccalaureate degree-seeking students must first earn a cumulative GPA of 3.50 or higher in all college work attempted at UAA. A transfer student who is earning an associate's degree must complete a minimum of 15 resident credits with academic letter grades to be eligible to graduate with honors.

A transfer student who is earning a baccalaureate degree must complete a minimum of 30 resident credits with academic letter grades to be eligible to graduate with honors. All transfer students must have a cumulative GPA of 3.50 or higher in all college work attempted both at UAA and at all other accredited institutions attended and for all courses used to fulfill the degree program in order to graduate with honors.

At UAA, graduation with honors represents the students' entire academic history. All grades and credits earned will be included in determining eligibility to graduate with honors (Ds, Fs, retaken courses, courses lost in academic bankruptcy, etc). In addition, a student transferring coursework and grades from an international institution must have a minimum of 70 percent of their coursework submitted with letter grades to be eligible to graduate with honors.

Honors are awarded to associate's and baccalaureate degree students with cumulative GPAs as follows:

Cum Laude =	3.50 to 3.79
Magna Cum Laude =	3.80 to 3.99
Summa Cum Laude =	4.00

Commencement

Students who complete certificate or degree requirements for summer and fall and who anticipate completion in spring semester during an academic year are invited to participate in the annual commencement ceremonies in May.

Exception to University Policy for Records and Registration

A student, or person with legal authority to act on behalf of a student, may petition for an exception to university policy for records and registration. Petitions are not automatically granted, but will be considered in light of the criteria set out below and individual circumstances, as demonstrated in the documentation provided.

1. The petitioner must submit for review a signed petition and consent to release of information form, which is provided for this purpose. The form and petition must be submitted to the University of Alaska Anchorage Office of the Registrar, University Center, P.O. Box 141629, Anchorage, AK 99514-1629.
2. Only petitions submitted by the student or by a person with legal authority to act on behalf of the student will be considered.
3. A petition for exception must be received no later than one year following the semester in which the course was offered. Petitions that are not received within this time frame may not be considered.
4. Decisions will be made solely on supporting documentation provided.
5. A petition will only be approved if the petitioner can demonstrate unanticipated and unavoidable circumstances beyond the student's control that arose or came to light after published deadlines. Work-related issues, financial hardship, and failure to read UAA's documents generally do not present justifiable reasons to support an exception request.
6. Granting of an exception to policy for withdrawal or dropping of courses does not necessarily mean a refund of tuition. Refund requests are forwarded to the Petition for Refund Committee for further review. Refunds for self-support classes are generally not allowed.
7. Student fees are mandated by the Board of Regents and cannot be petitioned for refund.
8. Petitions will be reviewed periodically and the number of petitions being reviewed will determine the time for response. A minimum of six to eight weeks should be allowed for review.
9. Appeals of an adverse decision must be in writing, must state the basis for the appeal, and must be received by the registrar within 10 working days of the day the decision is mailed or otherwise distributed to the student. Appeals should be based on new information not available at the time of the original review, not simply because the student disagrees with the decision reached. Appeals may be faxed, delivered in person, or mailed to: University of Alaska Anchorage Office of the Registrar, University Center, P.O. Box 141629, Anchorage, AK 99514-1629.

Complaints about dissatisfaction with academic courses, methods of course delivery or instructor performance are not considered under this process. Depending on the nature of the complaint, these matters are considered according to the Student Dispute/Complaint Resolution Process or the Academic Dispute Resolution Procedure, which can be found in the UAA Fact Finder/Student Handbook and at www.uaa.alaska.edu/studentaffairs/Fact-Finder.cfm.

Geog A211/ENVI A211, GEOG A205, and ENVI A202

In 2009-2010 the Natural Sciences GERs were rewritten to remove ENVI A202 & GEOG A205 and add GEOG/ENVI A211 (cross listed)

A new CAR was submitted to create GEOG/ENVI A211+ lab and indicated that it would now cover the material that was previously covered in GEOG A205 + GEOG A205L & ENVI A202. The details for the new course included a special note- "Special Note: A student may apply no more than 3 credits from ENVI A202, GEOG A205, ENVI A211, or GEOG A211 toward the graduation requirements for a baccalaureate degree. Cross listed with GEOG A211"

This immediately became problematic because-

1- The course was not build to be equivalent with either GEOG 205 or ENVI 202- so if a student has previously taken one of those courses and then takes GEOG/ENVI 211 the previous course is not excluded. We can exclude at point of graduation- but this just enrages students and seems unfair.
2- We do not have the capability of have 2 courses now equal 1 in banner. And how would you do this- if student had taken GEOG 205 & ENVI 202 and later takes GEOG 211 would you exclude 7 credit s and give only 4? What if they had only taken 1 of the previous courses but not both?
3- Students who took GEOG A205 prior to 2009 and now enrolling in GEOG A211- special note says they can't receive more than 3 credits- yet again it leaves it to us to manually catch at point of graduation leading to misadvising along the way for students, angry students and the end, and a high probability of error by our staff.
4- We have advised advisors of the 3 credit limit; however we have seen dozens of academic petitions to allow GEOG 211 to count as well as a previous course of ENVI 202 or GEOG 205.

Furthermore, in the 2010-2011 catalog a new policy was included "However, a course satisfying a particular 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." This is in direct conflict with the above special note.

According to this policy- a student should be able to count GEOG A205 or ENVI A202 if taken prior to 2009 for Natural Sciences GER AND count ENVI/GEOG A211 for Natural Sciences GER if taken after 2009.

You cannot have 2 competing policies.

Since Faculty Senate has ruled that students may apply GER credit for a course which was a GER at the time they took it, I recommend striking the above language attempting to limit these courses to a total of 3 credits. It conflicts with a later policy, cannot be programmed into Banner, and is difficult to ensure consistent enforcement since it relies upon manual processes.

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	choose one	CIVIL ENGINEERING

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A424		3.0 CR	(2+2)

6. Complete Course Title
Pavement Design

Abbreviated Title for Transcript (30 character)

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

8. Type of Action: ☐ Add *or* ☒ Change *or* ☐ 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)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2011 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with CE A624
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering, BS	225		Thomas Ravens
2.			
3.			

Initiator Name (typed): Osama Abaza Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: DEC. 08

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)*
Analysis and design of highway and airport pavements, principles of theoretical and practical approaches for the design of flexible and rigid pavement structures. Methods for asphalt concrete mixture design and performance measures.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[CE A334 and ES A331] with a grade of C or better .		

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

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
Change the prerequisite to CE A334 and ES A331 with a grade of C or better. Elective course for Bachelor in Science in Civil Engineering, providing specialized practical training in transportation engineering.

Initiator (faculty only) Date
Osama Abaza
Initiator (TYPE NAME)

☐ 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

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

DATE: 08/23/2010

Department: Civil Engineering

Course Prefix, Number, and Title: **CE A424 Pavement Design**

I. Course description

Analysis and design of highway and airport pavements, principles of theoretical and practical approaches for the design of flexible and rigid pavement structures. Methods for asphalt concrete mixture design and performance measures.

II. Course Design

A. Fundamental intent: Designed as a technical elective for undergraduate students majoring in Civil Engineering.

B. Number of Semester Credits: Three (3).

C. Course Schedule: Standard fifteen (15) week semester.

D. Lectures Hours/week: Two (2).

E. Laboratory Hours/week: Two (2).

F. Total time of work expected outside of class: Six (6) hours per week.

G. Programs that require this course: Technical elective for Bachelor of Science in Civil Engineering.

H. Grading: A – F.

I. Coordination with affected units: Faculty list serve. Only the Department of Civil Engineering is affected.

J. Justification for Action: Elective course for the Bachelor in Science in Civil Engineering, providing specialized practical training in transportation engineering.

K. Prerequisite: [CE A334 and ES A331] with grade of C or better.

L. Registration Restrictions:

III. Course level justification

A. The course will involve application of engineering and scientific knowledge and skills typical of undergraduate engineering students.

B. The primary context of the course will be discussion and interaction among professional peers on advanced topics, with the basic assumption that students are accustomed to this level of interaction.

C. Lectures, multimedia presentations, and required reading will include advanced scientific and engineering topics that require a correct interpretation with background in math and science equivalent to that of bachelor degree programs in engineering.

D. Students in the course analyze measured data and evaluate analytical methods to solve problems typical of advanced engineering practice.

E. Significant responsibility for independent critical thinking, efficient learning habits, and interpretation of technical information will fall on the student, at a level commonly associated with undergraduate education.

IV. Course Outline

A. Introduction
   1. Introduction to pavement structures
   2. Pavements types
   3. Design factors
   4. Pavements (airports & highways)

B. Stresses and strains in flexible pavements
   1. Homogeneous mass
   2. Layered systems
   3. Viscoelastic solutions

C. Stresses and strains in rigid pavements
   1. Stresses due to curling
   2. Stresses and deflections due to loading.
   3. Stresses due to friction.
   4. Design of dowels and joints

D. Traffic loading and volume
   1. Design procedures
   2. Equivalent single-wheel load
   3. Equivalent single-axle factor
   4. Traffic analysis

E. Material characterization
   1. Resilient modulus
   2. Fatigue characteristic

F. Pavement performance

G. Reliability

H. Flexible pavement design
   1. AASHTO design method

I. Rigid pavement design
   1. PCA method

J. Asphaltic concrete mixture design
   1. AASHTO Mix Design
   2. Superpave Mix Design

V. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructor will introduce:

1. basic skills in pavement design and analysis for highways and airports,
2. pavement related testing and studies,
3. the theoretical design of pavement structures,
4. the practical (empirical) aspects of pavement design,
5. analysis and evaluation of pavement design parameters,
6. analysis and evaluation of pavement materials and construction methods,
7. the typical engineering documentation and interaction with others in a professional manner,
8. preservation, sharing, and analyzing information for pavement structures,
9. team work to achieve goals efficiently and professionally,
10. consideration of the wider perspective and diversity of the engineering profession when dealing with the social, economic, and environmental aspects in pavement design.

B. Student Outcomes. Students who successfully complete this course will be able to:

1. visualize pavement design from the perspective of highway engineering,
2. integrate and interact with transportation professionals and agencies,
3. articulate the importance of the interaction of the different highway engineering components,
4. delivering a project report that meets the objectives of the pavement materials and pavement design aspects under consideration,
5. realize of the dimensions and aspects of pavement structures,
6. articulate the basics of the design and analysis of pavement structures,
7. apply pavement design issues to fields of traffic engineering and geometrical design of highways

VI. Course Activities

A. Class meetings consist of lectures, multimedia presentations, discussions, and periodic examinations.

B. Students are assigned required reading and homework problems to analyze measured data and evaluate analytical solution methods.

C. Students will complete a design project in the field of pavement structure within the time frame of the course.

D. Students are required to perform experiments in the lab, collect data, and analyze data.

VII. Course Evaluation. Methods of evaluation may include but are not limited to:

Outcomes	Measures
1. visualize pavement design from the perspective of highway engineering,	Performance in the exam, quizzes, and homework assignments.
2. integrate and interact with transportation professionals and agencies,	Performance in the lab, presentation of a design project.
3. articulate the importance of the interaction of the different highway engineering components,	Performance in the exam, quizzes, field projects, and homework assignments.
4. delivering a project report that meets the objectives of the pavement materials and pavement design aspects under consideration,	Performance in the exam, quizzes, field projects, and homework assignments.
5. realize of the dimensions and aspects of pavement structures,	Performance in the final exam, quizzes, field projects, term design project, and homework assignments.
6. articulate the basics of the design and analysis of pavement structures,	Performance in the final exam, quizzes, field projects, term design project, and homework assignments.
7. apply pavement design issues to fields of traffic engineering and geometrical design of highways	Performance in preparing, presenting, and writing a design project.

VIII. Suggested Text:

Huang, Y. H., (2004). *Pavement Analysis and Design*, 2rd edition, Prentice Hall.

IX. Alternative texts and references:

Garber, and Hoel, L., (2009). *Traffic and Highway Engineering*, 5th edition, Thomson.

Youder, E. S., and Witezak, M. W., (1975). *Principles Of Pavement Design*, Wiley.

(2007), *Standard Specifications for Transportation and Methods of Sampling and Testing And Provisional Standards*, 27th , AASHTO, edition.

(2008)*American Society of Testing and Materials*, ASTM standards (all relevant tests and standards).

(2007), *AASHTO Guide for the Design of Pavement Structures*, American Association of State and Highway Transportation Officials.

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(2000),*MS-11 Full-Depth Asphalt Pavements for Air Carrier Airports*, , 3rd edition, Asphalt Institute.

(2000), *MS-1 Thickness Design--Asphalt*, 10th edition, Asphalt Institute.

(2001), *SP-2 Super pave Mix Design*, 3rd edition, Asphalt Institute.

(2003), *SP-1 Performance Graded Asphalt Binder Specification and Testing Superpave Mix Design*, 3rd edition, Asphalt Institute.

Websites:

American Association of State and Highway Transportation Officials (AASHTO)	www.transporation.org
Asphalt Institute	www.asphaltinstitute.org
Automotive Technology	www.automotive-technology.com
ITS Research Center, Texas A&M	www.rce.tamu.edu
Transportation Research Board	www.trb.org
U.S. Bureau of Transportation Statistics	www.bts.gov
U.S. Department of Transportation	www.dot.gov

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	choose one	CIVIL ENGINEERING

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A624		3.0 CR	(2+2)

6. Complete Course Title
Pavement Design

Abbreviated Title for Transcript (30 character)

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

8. Type of Action: ☐ Add *or* ☒ Change *or* ☐ 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)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2011 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with CE A424
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): Osama Abaza Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Dec. 08

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)*
Analysis and design of highway and airport pavements, principles of theoretical and practical approaches for the design of flexible and rigid pavement structures. Methods for asphalt concrete mixture design and performance measures.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[CE A334 and ES A331] with a grade of C or better .		

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

16e. Registration Restriction(s) *(non-codable)*
Graduate Standing

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Change prerequisite from CE A402 to CE A334 and ES A331 with a grade of C or better. Elective course for Master in Science in Civil Engineering, providing specialized practical training and research in transportation engineering.

Initiator (faculty only) Date
Osama Abaza
Initiator (TYPE NAME)

☐ 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

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

DATE: 9/14/2010

Department: Civil Engineering

Course Prefix, Number, and Title: CE A624 Pavement Design

I. Course description

Analysis and design of highway and airport pavements, principles of theoretical and practical approaches for the design of flexible and rigid pavement structures. Methods for asphalt concrete mixture design and performance measures.

II. Course Design

A. Fundamental intent: Designed as a technical elective for graduate students majoring in Civil Engineering.
Note; Course to be stacked with CE A424 Pavement Design.

B. Number of Semester Credits: Three (3)

C. Course Schedule: Standard fifteen (15) week semester.

D. Lectures Hours/week: Two (2)

E. Laboratory Hours/week: Two (2)

F. Total time of work expected outside of class: Eight (8) hours per week.

G. Programs that require this course: Technical elective for Masters of Science in Civil Engineering.

H. Grading: A – F

I. Coordination with affected unites: Faculty list serve. Only the Department of Civil Engineering is affected.

J. Justification for Action: Change prerequisite from CE A402 to CE A334 and ES A331 with a grade of C or better. Elective course for Master in Science in Civil Engineering, providing specialized practical training and research in transportation engineering.

K. Prerequisite: [CE A334 and ES A331] with a grade of C or better.

L. Registration Restrictions: Graduate standing

III. Course level justification

A. The course will involve application of engineering and scientific knowledge and skills typical of graduate engineering students.
B. The primary context of the course will be discussion and interaction among professional peers on advanced topics, with the basic assumption that students are accustomed to this level of interaction.
C. Lectures,
D. Multimedia, presentations, and required reading will include advanced scientific and engineering topics that require a correct interpretation with background in math and science equivalent to that of bachelor degree programs in engineering.
E. Students in the course analyze measured data and evaluate analytical methods to solve problems typical of advanced engineering and applied science research and practice.
F. Significant responsibility for independent critical thinking, efficient learning habits, and interpretation of technical information will fall on the student, at a level commonly associated with graduate education.

IV. Course Outline

A. Introduction
   1. Introduction to pavement structures
   2. Pavements types
   3. Design factors
   4. Pavements (airports & highways)
B. Stresses and strains in flexible pavements
   1. Homogeneous mass
   2. Layered systems
   3. Viscoelastic solutions
C. Stresses and strains in rigid pavements
   1. Stresses due to curling
   2. Stresses and deflections due to loading
   3. Stresses due to friction
   4. Design of dowels and joints
D. Traffic loading and volume
   1. Design procedures
   2. Equivalent single-wheel load
   3. Equivalent single-axle factor
   4. Traffic analysis
E. Material characterization
   1. Resilient modulus
   2. Fatigue characteristic
F. Pavement performance
G. Reliability
H. Flexible pavement design
   1. AASHTO design method
I. Rigid pavement design
   1. PCA method
J. Asphaltic concrete mixture design
   1. AASHTO Mix Design
   2. Superpave Mix Design

K. Research application in the field of pavement materials and design.

V. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructor will introduce:

1. basic skills in pavement design and analysis for highways and airports,
2. pavement related testing and studies,
3. the theoretical design of pavement structures,
4. the practical (empirical) aspects of pavement design,
5. analysis and evaluation of pavement design parameters,
6. analysis and evaluation of pavement materials and construction methods,
7. the typical engineering documentation and interaction with others in a professional manner,
8. preservation, sharing, and analyzing information for pavement structures,
9. team work to achieve goals efficiently and professionally,
10. consideration of the wider perspective and diversity of the engineering profession when dealing with the social, economic, and environmental aspects in pavement design.

B. Student Outcomes. Students who successfully complete this course will be able to:

1. visualize pavement design from the perspective of highway engineering,
2. integrate and interact with transportation professionals and agencies,
3. articulate the importance of the interaction of the different highway engineering components,
4. delivering a project report that meets the objectives of the pavement materials and pavement design aspects under consideration,
5. realize of the dimensions and aspects of pavement structures,
6. articulate the basics of the design and analysis of pavement structures,
7. apply pavement design issues to fields of traffic engineering and geometrical design of highways

VI. Course Activities

A. Class meetings consist of lectures, multimedia presentations, discussions, and periodic examinations.

B. Students are assigned required reading and homework problems to analyze measured data and evaluate analytical solution methods.

C. Students will complete a scientific paper and design project in the field of pavement structures and materials within the time frame of the course.

D. Students are required to perform experiments in the lab, collect data, and analyze data.

VII. Course Evaluation. Methods of evaluation may include but are not limited to:

Outcomes	Measures
visualize pavement design from the perspective of highway engineering,	Performance in the exam, quizzes, and homework assignments.
integrate and interact with transportation professionals and agencies,	Performance in the lab, presentation of scientific paper and in a design project.
articulate the importance of the interaction of the different highway engineering components,	Performance in the exam, quizzes, field projects, and homework assignments.
delivering a project report that meets the objectives of the pavement materials and pavement design aspects under consideration,	Performance in the lab, presentation of a design project.
realize of the dimensions and aspects of pavement structures,	Performance in the final exam, quizzes, field projects, term design project, and homework assignments.
articulate the basics of the design and analysis of pavement structures,	Performance in the final exam, quizzes, field projects, term design project, and homework assignments.
apply pavement design issues to fields of traffic engineering and geometrical design of highways	Performance in preparing, presenting, writing a design project and scientific paper.

VIII. Suggested Text:

Huang, Y. H., (2004). *Pavement Analysis and Design*, 2rd edition, Prentice Hall.

IX. Alternative texts and references:

Garber, and Hoel, L., (2009). *Traffic and Highway Engineering*, 5th edition, Thomson.

Youder, E. S., and Witezak, M. W., (1975). *Principles Of Pavement Design*, Wiley.

(2007), *Standard Specifications for Transportation and Methods of Sampling and Testing And Provisional Standards*, 27th , AASHTO, edition.

(2008) *American Society of Testing and Materials*, ASTM standards (all relevant tests and standards).

(2007), *AASHTO Guide for the Design of Pavement Structures*, American Association of State and Highway Transportation Officials.

(2001), *MS-22 Construction of Hot Mix Asphalt Pavements*, 2nd edition, Asphalt Institute.

(2000), *MS-11 Full-Depth Asphalt Pavements for Air Carrier Airports*, , 3rd edition, Asphalt Institute.

(2000), *MS-1 Thickness Design--Asphalt*, 10th edition, Asphalt Institute.

(2001), *SP-2 Super pave Mix Design*, 3rd edition, Asphalt Institute.

(2003), *SP-1 Performance Graded Asphalt Binder Specification and Testing Superpave Mix Design*, 3rd edition, Asphalt Institute.

Websites:

American Association of State and Highway Transportation Officials (AASHTO)	www.transporation.org
Asphalt Institute	www.asphaltinstitute.org
Automotive Technology	www.automotive-technology.com
ITS Research Center, Texas A&M	www.rce.tamu.edu
Transportation Research Board	www.trb.org
U.S. Bureau of Transportation Statistics	www.bts.gov
U.S. Department of Transportation	www.dot.gov

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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADEP Division of Econ Public Pol	Economics

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ECON	A300	N/A	3	(3+0)

6. Complete Course Title
The Economy of Alaska

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions
- ☒ Other Update CCG, outline, (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/2011 To: /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 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): Jim Murphy

Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 04/12/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 04/12/2010

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)*
An overview of the economy of Alaska, including approaches for economic analysis of regional economies, the structure of the Alaska economy, trends in major Alaska industries, and important Alaska economic policy issues.
Special Note: Recommended for students with junior or senior standing.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
None	N/A	N/A

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

16e. Registration Restriction(s) *(non-codable)*
CBPP BBA 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
This revision is part of the five year CBPP program review to update course descriptions, course content guide, and registration restrictions.

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Gunnar Knapp Initiator (TYPE NAME)				
☐ Approved ☐ Disapproved	Department Chairperson	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved ☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated April 6, 2010

II. Course Information

College/School: College of Business and Public Policy
Department: Economics
Program: Bachelor of Business Administration, Economics; Bachelor of Arts, Economics
Course Title: The Economy of Alaska
Course Number: ECON A300
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: An overview of the economy of Alaska, including approaches for economic analysis of regional economies, the structure of the Alaska economy, trends in major Alaska industries, and important Alaska economic policy issues. Special Note: Recommended for students with junior or senior standing.
Course Prerequisites: None
Registration Restrictions: CBPP BBA majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Homework assignments
B. Discussions
C. Presentations
D. Quizzes

IV. Guidelines for Evaluation

A. Homework assignments
B. Discussions
C. Written exams
D. Quizzes

V. Course Level Justification

This course requires a significant amount of independent work by students covering a wide variety of topics and requiring the application of economic theory to understanding trends in the Alaska economy and analysis of economic policy issues. It is equivalent to a typical 300-level course in the difficulty of the material, the amount of work required, and the previous college experience required to complete the course successfully.

VI. Outline

A. Overview of the Alaska Economy

1. Structure of Alaska economy
2. Major Alaska industries
3. Major economic policy issues

B. Alaska's Geographic and Historical Setting

1. Alaska geography
2. Alaska economic history
3. Alaska land ownership and management

C. Principles of Regional Economics

1. Economic base theory
2. Regional economic and demographic models
3. The role of governments in regional economies
4. Characteristics of and constraints to remote economies
5. The resource curse

D. Data Sources for Analysis of the Alaska Economy

1. Employment data
2. Gross state product data

E. Major Alaska Industries

1. Federal government
2. Oil industry
3. Mining industry
4. Seafood industry
5. Tourism industry
6. Transportation industry
7. State and local government
8. Support industries

F. Other Topics

1. Alaska fiscal policy
2. Rural Alaska economy and rural development policy
3. Alaska's population and labor markets
4. Alaska cost of living

VII. Suggested Texts

No appropriate texts are available as of 2010. Readings include a wide variety of articles and reports by Alaska economists, industry specialists, and public agencies, as described in the bibliography.

VIII. Bibliography

The best-available readings change from year to year, as new studies are written, reports are updated, and new policy issues emerge. The following are examples of valuable sources of useful and up-to-date readings at an appropriate level of complexity and detail.

Alaska Department of Labor and Workforce Development. *Alaska Economic Trends.* Monthly publication of articles about the Alaska economy. Available at: http://labor.alaska.gov/trends/. Examples of articles assigned for Spring Semester 2010 include:

Alaska's Health Care Industry (March 2010)

Employment in Alaska's Seafood Industry (November 2009)

The Cost of Living in Alaska (September 2009)

Retail Trade in Alaska (December 2008)

Alaska's Oil Industry (September 2008)

UAA Institute of Social and Economic Research. Selected Economic Reports. Available at: http://iser.uaa.alaska.edu. Examples of reports assigned for Spring Semester 2010 include:

Goldsmith, Scott and Mary Killorin. Alaska's Construction Spending, 2010 Forecast.

Goldsmith, Scott. What Drives the Alaska Economy? December 2008.

Goldsmith, Scott and Eric Larson, "What does $7.6 billion in federal spending mean to Alaska"?

Goldsmith, Scott. Understanding Alaska's Remote Rural Economy. 2007.

Hull, Teresa and Linda Leak. Dividing Alaska, 1867-2000: Changing Land Ownership and Management. (2001).

Reports of Alaska State Government Agencies. Examples of reports published annually which provide excellent readings include:

Alaska Department of Revenue, Revenue Sources Book

Alaska Department of Labor and Workforce Development, Alaska Population Overview

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. **The instructor will:**
1. Introduce theories and techniques of regional economics relevant for studying the Alaska economy.
2. Explain key background information and facts about Alaska's geography, economic history, and major industries required to understand Alaska's economy.
3. Describe how principles of regional economics can be applied to understand changes in the Alaska economy over time.
4. Demonstrate how federal, state, and local policies affect the Alaska economy and affect different groups in different ways.
5. Introduce students to a wide range of opinions and perspectives about important Alaska economic policy issues.
6. Encourage students to develop their own informed opinions about critical policy issues affecting Alaska's economic future based on material studied in the course and discussion with other students.

A. Student Outcomes. **Students will be able to:**	**Assessment Method:**
1. Describe the context of information about the Alaska economy through a knowledge of basic facts about Alaska's geography, economic history, and major industries	Homework assignments, written exams, and quizzes
2. Discuss trends in Alaska's economy and Alaska economic policy issues through an understanding of regional economic theory	Homework assignments, written exams, and quizzes
3. Describe current events in Alaska's economy through an understanding of how the economy works and the major factors affecting it	Homework assignments, written exams, and discussions
4. Explain how and why Alaska's economy and economic policy issues are similar to and different from those of other regions, states, and countries	Homework assignments, written exams, and discussions
5. Present opinions about critical policy issues affecting Alaska's economic future as a basis for responsible citizenship	Homework assignments, written exams, and discussions

August 25, 2010

To: Whom it may concern

From: Gunnar Knapp
Professor of Economics

Re: Pre-requisites for Economics 300: The Economy of Alaska

Professor Jim Murphy asked me if I could summarize my recommendations and rationale regarding pre-requisites for Economics 300: The Economy of Alaska. I apologize that I am not able to attend meetings in person to discuss this matter, as I am on sabbatical this year.

Background

I have offered this course for many years. There have never been any pre-requisites and I do not believe that pre-requisites are necessary or a good idea.

As I discuss in greater detail below, the course should be a 300-level course because of the amount and difficulty of the work. I would *not* be comfortable with asking students to do the work I require for this course if it were a 200-level course. At the same time, there is no specific course or courses that are needed as pre-requisites to successfully do the work for the course. What is needed is willingness to work hard and ability to think. (Desire to learn and interest in the subject are also extremely helpful!—as with any course. I am lucky that most of the students who take this course are quite interested in the subject.)

Last year I was asked to revise the CCG and CAR for this course as part of a five year CBPP program review to update course descriptions, course content guide, and registration restrictions. In the course of doing that the issue arose as to whether there should be pre-requisites. I stated at that time to the economics faculty and others involved in the CBPP course review process that I didn't think that pre-requisites were needed, but that I thought that it would be perfectly appropriate to restrict enrollment in the course to juniors and seniors, as (a) almost all of the students who take the course are juniors or seniors, and (b) juniors and seniors have enough experience in college that they are prepared to take on a course that involves this much work.

So requiring junior or senior status seemed like a perfectly appropriate thing to do. But if my memory serves me correctly—I was told that there isn't any way, across the entire UAA system, to check for "junior or senior status" when a student signs up for a course. I was told that it was somehow possible to check on such a requirement for CBPP majors by instituting a "registration restriction" that "CBPP majors must be admitted to upper-division standing."

Given this situation, I wrote the following language for the CAR:

15. Course Description: *An overview of the economy of Alaska. . . Special Note: Recommend for students with junior or senior standing.*

16a. Course Prerequisites: *None*

16e. Registration Restrictions: *CBPP majors must be admitted to upper-division standing.*

In writing this language this way, I was doing my best to accommodate what I thought was best for the students within the limitations of how UAA's computer system deals with the process of students registering for classes.

My recommendation

I recommend and prefer that the course description, pre-requisites and registration restrictions be left as they are in the CAR and CCG.

In general, I don't believe that requiring any particular course as a prerequisite is a useful way to prepare students for this course, or to screen out students who aren't prepared for the course. I think that the fact that is a 300-level course serves to "signal" to students that it is a hard course—as does the fact that it is recommended for students with junior or senior standing.

I think the wise old adage applies in this situation that "if it ain't broke, don't fix it." There is not and has not been a problem with students taking this course who are not qualified to take it which would be fixed by adding pre-requisites. Certainly I have students who take this course who shouldn't take it—because they aren't willing to do the work, or in some case aren't able to do the work. But those students, in my experience, are just as likely to be senior CBPP majors as anything else. In fact, typically every year 3 or 4 CBPP students come to me begging me not to fail them because "I'm a senior and I need this course to graduate." While I would love to have some way of screening out those students in advance so that they wouldn't have taken the course, pre-requisites wouldn't have solved the problem.

I would strongly prefer NOT to require a junior or senior standing requirement for non CBPP declared majors. The reason is that I get a significant number of older Alaskans—people in their forties, fifties, sixties, etc. taking this course out of general interest. They are not necessarily declared majors. They may not have taken enough courses to qualify as "juniors" or "seniors" based on some arbitrary calculation. But they are clearly very qualified to take this course, and often benefit from it (and contribute to it) in particular because of their long residence in Alaska and familiarity with and experience in its many different industries.

I do *not* think that it is a good idea to institute a requirement but say that students can get out of it "with permission of instructor" or "by petition," for three reasons. First, on principal I don't think it's a good idea to have a requirement that you don't really think is necessarily and frequently give exceptions for. Second, I typically have about 100 students in this course. Even if only 5% or 10% of the students come in asking for permission or exceptions, this becomes a significant drain on my time. Third, it is an imposition on the students, partly because my office is off campus in the Diplomacy Building, but more particularly because a large number of students who take this *distance education* course do not live in Anchorage. In fact, they live all over Alaska (and occasionally other states and countries). It is not at all a simple matter for them to drop by my office to get a signature, or to figure out what alternative might be open to them.

I understand that it was suggested that ENGL 111 might be added as a pre-requisite. I do not think this would serve an useful purpose and I strongly recommend against this.

More on Why This Should be a 300-Level Course

Every year I ask students to respond to a detailed "course evaluation survey." I believe that the following responses to this year's survey demonstrate why the work and learning and difficulty for this course justify that it should be a 300-level course. [Note: There were 53 responses to this year's survey out of about 88 students who completed the class.]

Question 2

How did you feel about the amount of work required for this course?

Far too much	24.5%
Somewhat too much	39.6%
Reasonable	35.8%
Unanswered 0	%

Question 3

Overall, how much did you learn in this course?

Much more than in most other classes I have taken at this level	35.8%
Somewhat more than in most other classes I have taken at this level	52.8%
Somewhat less than in most other classes I have taken at this level	11.3%
Much less than in most other classes I have taken at this level	0%
Unanswered	0%

Question 4

Which statement best characterizes the amount of work for this class?

Much more than most other classes I have taken at this level.	30.2%
Somewhat more than most other classes I have taken at this level.	49.1%
Somewhat less than most other classes I have taken at this level.	18.8%
Much less than most other classes I have taken at this level.	1.8%
Unanswered	0%

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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADBP Division of Business Programs	CIS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CIS	A361	N/A	3.0	(3+0)

6. Complete Course Title
Advanced Contemporary Business Applications Development
Adv. Contemp Bus App Develop
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☒ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions
- ☒ Other update CCG as part of the CBPP 5-year review (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/2011 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. Associate of Applied Science, Business Computer Information Systems	134	04/20/2010	Minnie Yen
2. Bachelor of Business Administration, Management Information Systems	135	04/20/2010	Minnie Yen
3. Minor in Management Information Systems	136	04/20/2010	Minnie Yen

Initiator Name (typed): Minnie Yen

Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 04/30/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 04-30-2010

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)*
Develops business applications using contemporary technologies and programming languages at an advanced level. Designs user interfaces and integrates them with other platforms such as spreadsheets and databases.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
CIS A210 with a minimum grade of C	N/A	N/A

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

16e. Registration Restriction(s) *(non-codable)*
College of Business and Public Policy 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
Update the CIS curriculum as part of the CBPP 5-year review.

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
.Minnie Yen Initiator (TYPE NAME)				
☐ Approved ☐ Disapproved	Department Chairperson	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved ☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated April 10, 2010

II. Course Information

College/School: College of Business and Public Policy
Department: Computer Information Systems
Program: Bachelor of Business Administration (BBA), Management Information Systems (MIS); Associate of Applied Science (AAS), Business Computer Information Systems (BCIS); Minor, Computer Information Systems (CIS)
Course Title: Advanced Contemporary Business Applications Development
Course Number: CIS A361
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 hours to 135 hours
Grading Basis: A - F
Course Description: Develops business applications using contemporary technologies and programming languages at an advanced level. Designs user interfaces and integrates them with other platforms such as spreadsheets and databases.
Course Prerequisites: CIS A210 with a minimum grade of C
Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Discussion
B. Lecture
C. Guest speakers
D. Multimedia presentations

IV. Guidelines for Evaluation

A. In-class activities
B. Homework
C. Quizzes
D. Exams
E. Team projects

V. Course Level Justification

This course provides more in-depth knowledge than 200-level courses and builds upon knowledge gained in CIS A210.

VI. Outline

A. Overview of the Information Systems (IS) Discipline

B. Introduction to Advanced Application Development Methodologies and Style

C. Introduction to Contemporary Application Development Languages
   1. Concepts
   2. Syntax
   3. Data representation and formatting
   4. Algorithms
   5. Language-specific topics

D. User Interface Design

E. Other Platform Integration: Includes Spreadsheets and Databases

VII. Suggested Texts

Deitel, Deitel, Hoey, and Yaeger. Simply C#: An Application-Driven Tutorial Approach, 2nd ed. Upper Saddle River: Pearson/Prentice Hall, 2010.

Deitel, Paul, Visual C# 2008 How to Program, 3rd ed. Upper Saddle River: Pearson/Prentice Hall, 2010.

VIII. Bibliography

Carey, Patrick. New Perspectives on Creating Web Pages with HTML, XHTML, and XML. Boston: Course Technology, Cengage Learning, 2009.

Castro, Elizabeth. HTML, XHTML, and CSS. Indianapolis: Peachpit Press, 2008.

Deitel, Harvey, and Paul Deitel. C# How to Program. 7th ed. Upper Saddle River: Prentice Hall, 2009.

Doyle, Barbara. C# Programming: From Problem Analysis to Program Design. 2nd ed. Boston: Course Technology, Cengage Learning, 2008.

Felke-Morris, Terry. Web Development and Design Foundations with XHTML. 4th ed. Upper Saddle River: Addison-Wesley, 2008.

Hejlsberg, Anders, Mads Torgersen, Scott Wiltamuth, and Peter Golde. The C# Programming Language. 3rd ed. Upper Saddle River: Addison-Wesley Professional, 2008.

Johnson, David, Alexei White, and Andre Charland. Enterprise Ajax (Video Training): Building Robust Ajax Applications. Upper Saddle River: Prentice Hall, 2008.

Meloni, Julie. Sams Teach Yourself PHP, MySQL and Apache All in One. 4th ed. Upper Saddle River: Sams Publishing, 2008.

Savitch, Walter. Absolute C++. 4th ed. Upper Saddle River: Addison-Wesley, 2009.

Schwartz, Randal, Tom Phoenix, and Brian D. Foy. Learning Perl. 5th ed. Sebastopol: O'Reilly Media, 2009.

Wagner, Bill. More Effective C#: 50 Specific Ways to Improve Your C#. Upper Saddle River: Addison-Wesley Professional, 2009.

Welling, Luke, and Laura Thomson. PHP & MySQL Web Development. 4th ed. Upper Saddle River: Addison Wesley, 2009.

Zakas, Nicholas C. Professional JavaScript for Web Developers. Hoboken: Wiley Publishing, 2009.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. **The instructor will:**
1. Provide an overview of the IS discipline.
2. Review and explain programming concepts, including analysis, design, programming, testing, and documentation associated with application programming in a business environment.
3. Discuss the development of advanced application logic.
4. Demonstrate, apply, and provide opportunities for students to use automatic tools for application documentation development.
5. Compare and contrast features and syntax of current programming languages.
6. Lead students in advanced application design, coding, debugging, and testing in group format.
7. Guide students in team projects that require the application of business analyses to develop and test advanced computer applications to solve business problems.

B. Student Outcomes. **Students will be able to:**	**Assessment Method**
1. Demonstrate the advanced features of input, process, and output data when writing application programs.	Homework, in-class activities, quizzes, and exams
2. Demonstrate the various advanced forms of application logic in a contemporary programming language.	Homework, in-class , activities, and quizzes
3. Explain the advanced concepts and skills involved in analyzing a problem, examine its logical components, formulate computer solutions, code and debug programs, and provide documentation.	Homework, in-class activities, and quizzes
4. Distinguish among the different features and syntaxes of current programming languages.	Homework, quizzes, and exams
5. Apply business analyses to develop integrated business applications from conception to execution.	In-class activities, quizzes, team projects, and exams
6. Validate data used in advanced integrated business applications and create error-checking routines.	Homework, in-class activities, and quizzes

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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADBP Division of Business Programs	BA

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
BA	A155	N/A	3	(3+0)

6. Complete Course Title
Personal Investments

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☒ Other Update CCG and CBPP 5-Year Review (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/2011 To: /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 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): Jeri Rubin

Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 04/16/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 04/27/2010

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 investment of personal income and how to define and reach their financial goals. Surveys topics such as stocks, bonds, mutual funds, banking, annuities, insurance, real estate, estate planning, and taxes.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

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

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

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

18. ☐ Mark if course is a selected topic course

19. Justification for Action
To update the course outline and resources. Also, as part of the CBPP Five-Year Review program.

Initiator (faculty only) Date
Jeri Rubin
Initiator (TYPE NAME)

☐ 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

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated September 14, 2010

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Associate of Applied Science, General Business
Course Title: Personal Investments
Course Number: BA A155
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: Introduces students to investment of personal income and how to define and reach their financial goals. Surveys topics such as stocks, bonds, mutual funds, banking, annuities, insurance, real estate, estate planning, and taxes.
Course Prerequisites: N/A
Registration Restrictions: N/A
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lecture
B. Discussion

IV. Guidelines for Evaluation

A. Exams
B. Quizzes
C. Assignments

V. Course Level Justification

This is a survey course that introduces students to the basics of personal finance. It surveys various aspects of financial planning.

VI. Outline

A. The Importance of Personal Finance
B. Financial Planning: Budgeting and Cash Flow Management
   1. Budgeting
   2. Cash flow management
C. Managing Income Tax and Monetary Assets

D. Major Purchases: Housing and Automobiles
E. Life Insurance Planning
F. Investment Fundamentals
    1. Stocks
    2. Bonds
    3. Mutual funds
    4. Buying and selling securities
G. Real Estate and Speculative Investments

VII. Suggested Text

Garman, E.T., & Forgue, R.E. (2010). *Personal Finance*. Independence, KY: Cengage Learning.

VIII. Bibliography

Hevner, L. B. (2009). *The Perfect portfolio: a revolutionary approach to personal investing*. Hoboken, NJ: John Wiley & Sons.

Kiyosaki, R. T., & Lechter, S. L. (1998). *Rich dad poor dad: what the rich teach their kids about money--that the poor and the middle class do not!*. New York, NY: Time Warner.

Knox, S. (2004). *Financial basics: a money-management guide for students*. Columbus, OH: University Press.

Orman, S. (2005). *The Money book for the young, fabulous and broke*. New York, NY: Riverhead Books.

Readings from current professional publications available at the UAA Consortium Library and the Loussac Library.

Useful information on personal investment is available on the following websites:

www.bloomberg.com

www.businessweek.com

www.consumercredit.com

www.kipling.com

www.marketwatch.com

www.moneycentral.msn.com

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. **The instructor will:**
1. Explain fundamental economic considerations that affect decision making in personal finance.
2. Explain the trade-off between risk and reward.
3. Describe how financial planning and budgeting are the key to achieving long- and short-term financial goals.
4. Describe in detail how investment instruments function.
5. Describe the costs and uses of life insurance.
6. Discuss why students should establish an investment program and how to get started.
7. Distinguish among the types of employer-sponsored retirement plans.

B. Student Outcomes. **Students will be able to:**	**Assessment Method**
1. Explain fundamental economic considerations that affect decision making in personal finance	Assignments and quizzes
2. Explain the elements of successful financial planning	Assignments and quizzes
3. Describe the balance sheet and the cash-flow statement	Exam, quizzes, and assignments
4. Organize your personal budget	Assignments
5. List and define the tools of monetary asset management and describe the various providers of financial services	Exams and quizzes
6. Describe the types, costs and role of life insurance.	Exam or quiz
7. Summarize the steps to take for effective long-term investing	Exam
8. Explain how to order securities transactions and read newspaper price quotations for stocks, bonds, and mutual funds	Quizzes and exam

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

1a. School or College	1b. Division	1c. Department
AS CAS	AMSC Division of Math Science	Physics

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PHYS	A303		3	(3+0)

6. Complete Course Title
Modern Physics

Abbreviated Title for Transcript (30 character)

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

8. Type of Action: ☐ Add *or* ☒ Change *or* ☐ 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)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2011 To: /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 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. BS,Eng./EE A441		10-14-09	BSE/EE chair, G. Baker
2.			
3.			

Initiator Name (typed): James Pantaleone

Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 2-19-2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2-19-2010

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)*
Introduction to modern physics, primarily special relativity and quantum mechanics. Applications of these topics to the quantum structure of atoms, molecules, and solids; lasers; nuclear/particle physics and cosmology.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
PHYS A212 with a minimum grade of C and MATH A302 with a minimum grade of C.		

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

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
Course topics are being updated and we are requiring prerequisites to have grade of C or better.

Initiator (faculty only) Date
James Pantaleone
Initiator (TYPE NAME)

☐ 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

COURSE CONTENT GUIDE

I. Date of Initiation: February 14, 2010

II. Course Information

1. **College:** CAS
2. **Course Subject:** PHYS
3. **Course Number:** A303
4. **Number of Credits/CEU:** 3
5. **Number of Contact Hours:** 3+0
6. **Course Title:** Modern Physics
7. **Grading Basis:** A-F
8. **Course Description:**

   Introduction to modern physics, primarily special relativity and quantum mechanics. Applications of these topics to the quantum structure of atoms, molecules, and solids; lasers; nuclear/particle physics and cosmology.

9. **Course Prerequisite:**

   PHYS A212 with a minimum grade of C and MATH A302 with a minimum grade of C.

III. Instructional Goals and Student Outcomes

1. Instructional Goals

This course is intended for science majors and engineering students. It introduces the theories of relativity and quantum physics and then covers applications of elementary quantum theory to atomic, molecular, solid-state, nuclear and particle physics.

The instructor will:

1.1 Provide simple and clear explanations of physical concepts and theories of modern physics.
1.2 Clarify and show support for these theories through a broad range of current applications and examples.
1.3 Enliven and humanize the subject with discussions of the historical experiments that led to modern physical explanations.

2. Student Outcomes.

The students will be able to:

2.1 Calculate relativistic time dilations and length contractions. Also be able to calculate how simple electric and magnetic phenomena are related by changes in reference frame.
2.2 Relate the historically important experiments that led to our present theory of quantum mechanics and the atom.
2.3 Solve the Schrödinger equation for simple potentials and understand what the solutions mean.
2.4 Use the free-electron model to calculate properties of metals.

IV. Guidelines for Evaluation

Course grade is A-F. The grade will be based on how well the student masters the subject material. This will be evaluated through weekly homework assignments, midterm and final exams.

V. Topical Course Outline

1. Lecture topics
    1. Principles of relativity.
    2. Momentum and energy in relativity.
    3. Electric and magnetic fields and forces in relativity.
    4. The quantum theory of light.
    5. The wave properties of particles.
    6. Schrödinger's theory of quantum mechanics.
    7. Solutions of the time independent Schrödinger equation.
    8. Atomic structure.
    9. Solids: conductors and semiconductors.
    10. Nuclear structure.

VI. Suggested Text

R. Serway, C. Moses and C. Moyer, *Modern Physics*, 3rd ed. Brooks/Cole--Thomson, 2005.

H. Ohanian, *Special Relativity: A Modern Introduction*, 1st ed. Physics Curriculum & Instruction, 2001.

VII. Bibliography

R. Eisberg and R. Resnick, *Quantum Physics of Atoms, Molecules, Solids, Nuclei, Particles,* 2nd ed. Wiley, 1985.

A.P. French, *Special Relativity*, 1 edition, CRC, 1968.

J.H. Smith, *Introduction to Special Relativity*, Dover ed edition, Dover, 1996.

A. Beiser, *Concepts of Modern Physics*, 6th ed. McGraw Hill, 2003.

R. Harris, *Modern Physics*, 2nd ed. Addison-Wesley, 2007.

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

1a. School or College	1b. Division	1c. Department
HW CHSW	AJUS Division of Justice	Justice Center

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
JUST	A343	N/A	3.0	(3+0)

6. Complete Course Title
Constitutional Law

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2010 To: /9999

12. ☒ Cross Listed with PS A343

☐ 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. Philosophy; Law Track	120	3/24/2010	Tom Buller
2. Political Science B.A.	122	2/5/2010	James Muller
3.			

Initiator Name (typed): André Rosay

Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 2/05/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/05/2010

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 American Constitutional Law through a study of the history of the constitution and selected landmark Supreme Court cases. Topics covered are separation of powers, judicial review, civil rights and liberties, property and economic rights and others.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
PS A101 or JUST A110	N/A	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
Updating course action request, course content guide and course description.

Initiator (faculty only) Date
André Rosay
Initiator (TYPE NAME)

☐ 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

Course Content Guide

Political Science

Justice Center

PS A343/JUST A343

Date:	**February 05, 2010**
College:	**College of Arts and Sciences** **College of Health and Social Welfare**
Course Number:	**PS A343/JUST A343**
Number of Credits:	**3**
Contact Hours:	**3 + 0**
Course Program Title:	**Constitutional Law**
Grading Basis:	**A - F**

Course Description:

Introduces students to American Constitutional Law through a study of the history of the constitution and selected landmark Supreme Court cases. Topics covered are separation of powers, judicial review, civil rights and liberties, property and economic rights and others.

Course Prerequisites/Test Scores/Corequisite(s)/ Other Restriction(s)/Registration Restriction(s)

Prerequisites: PS A101 or JUST A110

1. **Instructional Goals and Student Outcomes:**

   a. **The instructor will**

      1. Review the U.S. Constitution in terms of the way it structures our U.S. government and institutions.
      2. Review landmark U.S. Supreme Court decisions in each of the topic areas to be covered.
      3. Describe the current composition of the Court and review current issues before the Court.
      4. Review the application of U.S. Constitutional principles to Alaska.

b. **Student will be able to**

1. Discuss the history and evolution of the role of the U.S. Supreme Court in American government.
2. Analyze landmark Supreme Court decisions and understand their implications in terms of the political development of the United States.
3. Analyze contemporary political issues currently at issue before the Supreme Court.
4. Demonstrate political research skills.

2. Guidelines for Evaluation:

Student evaluation includes regular course attendance and participation in class discussion; a writing assignment; and a mid-term and a final exam.

3. Course Level Justification:

Junior-level, upper-division course that requires intense analytical skills and a grounding in political theory and justice.

4. Topical Course Outline:

a. History and evolution of the U.S. Constitution.
b. Landmark U.S. Constitutional cases concerning separation of powers, rights of judicial review, federal supremacy, civil rights and liberties, Indian law principles, equal protection, privacy rights and economic rights.
c. Impacts of those decisions on the political evolution of the U.S. and our current justice system.
d. Application of constitutional law principles in Alaska.

5. Suggested Texts:

Chemerinsky, Erwin, *Constitutional Law: Principles and Policies*, 3rd Ed., New York: Aspen Publishers, 2006.

O'Brien, David M., *The Lanahan Readings in Civil Rights and Civil Liberties*, 3rd Ed., Baltimore: Lanahan Publishers, Inc., 2010.

6. Bibliography

Baker, Thomas and Jerre Williams, *Constitutional Analysis in a Nutshell*, St. Paul: West Publishing Company, 2003.

Rotunda, Ronald and John Nowak, *Treatise on Constitutional Law*, St. Paul: West Publishing Company, 1999.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC Division of Social Science	Political Science

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PS	A343		3.0	(3+0)

6. Complete Course Title
Constitutional Law
Constitutional Law
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats 0 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2010 To: /9999

12. ☒ Cross Listed with JUST
☐ Stacked with _____ Cross-Listed Coordination Signature

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Political Science B.A.	122	2/05/2010	James Muller
2.			
3.			

Initiator Name (typed): Mara Kimmel
Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 2/05/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/05/2010

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)*
This class introduces students to American Constitutional Law through a study of the history of the constitution and selected landmark Supreme Court cases. Topics covered are separation of powers, judicial review, civil rights and liberties, property and economic rights and others.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
PS A101 or JUST A110	N/A	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
Updating course action request and course content guide.

Initiator (faculty only) Date
Mara Kimmel
Initiator (TYPE NAME)

☐ 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

Course Content Guide

Political Science

Justice Center

PS A343/JUST A343

Date:	**February 05, 2010**
College:	**College of Arts and Sciences** **College of Health and Social Welfare**
Course Number:	**PS A343/JUST A343**
Number of Credits:	**3**
Contact Hours:	**3 + 0**
Course Program Title:	**Constitutional Law**
Grading Basis:	**A - F**

Course Description:

This class introduces students to American Constitutional Law through a study of the history of the constitution and selected landmark Supreme Court cases. Topics covered are separation of powers, judicial review, civil rights and liberties, property and economic rights and others.

Course Prerequisites/Test Scores/Corequisite(s)/ Other Restriction(s)/Registration Restriction(s)

Prerequisites: PS A101 or JUST A110

1. **Instructional Goals and Student Outcomes:**

   a. **The instructor will**

      1. Review the U.S. Constitution in terms of the way it structures our U.S. government and institutions.
      2. Review landmark U.S. Supreme Court decisions in each of the topic areas to be covered.
      3. Describe the current composition of the Court and review current issues before the Court

4. Review the application of U.S. Constitutional principles to Alaska.

b. **Student will be able to**

1. Discuss the history and evolution of the role of the U.S. Supreme Court in American government.
2. Read and analyze landmark Supreme Court decisions and understand their implications in terms of the political development of the United States
3. Analyze contemporary political issues currently at issue before the Supreme Court.
4. Demonstrate political research skills.
5. Demonstrate writing competence and oral communication skills.

2. Guidelines for Evaluation:

Student evaluation is based on regular course attendance and participation in class discussion; a mid-term and a final exam.

3. Course Level Justification:

Junior-level, upper-division course that requires intense analytical skills and a grounding in political theory and justice.

4. Topical Course Outline:

a. Trace the history and evolution of the U.S. Constitution
b. Review landmark U.S. Constitutional cases concerning separation of powers, rights of judicial review, federal supremacy, civil rights and liberties, Indian law principles, equal protection, privacy rights and economic rights.
c. Understand the impacts of those decisions on the political evolution of the U.S. and our current justice system.
d. Understand the application of constitutional law principles in Alaska.

5. Suggested Texts:

Chemerinsky, Erwin, *Constitutional Law: Principles and Policies,* 3rd Ed., New York: Aspen Publishers, 2006.

O'Brien, David M., *The Lanahan Readings in Civil Rights and Civil Liberties,* 3rd Ed., Baltimore: Lanahan Publishers, Inc. (2010)

6. Bibliography

Baker, Thomas and Williams, Jerre, *Constitutional Analysis in a Nutshell*, St. Paul: West Publishing Company, 2003.

Rotunda, Ronald and John Nowak, *Treatise on Constitutional Law*, St. Paul: West Publishing Company, 1999.

Date: September 13. 2010

From: Hilary Davies

Subj: Minor Changes to Catalog Introduction

In 2009-2010, UAB and the Faculty Senate voted to allow minor changes to catalog copy to bypass the academic boards. I am requesting that "Minor Changes" be defined more clearly. Below is the curriculum handbook recommended format for program catalog copy (page 53). It would be helpful to have a list of topics that can be changed by departments without going through the academic boards.

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. Outcomes: Include student outcomes for the program or web address to the student outcomes.
    D. Honors: Header in the catalog should read: "Honors in *Discipline*", e.g., Honors in English.
    E. Accreditation
    F. Research possibilities
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

Date: June 1, 2010

To: Hilary Davies
Chair, Undergraduate Academic Board

From: Bart Quimby
Associate Vice Provost for Curriculum & Assessment

CC: Christine Lidren
Governance Coordinator

RE: Re-evaluation of University Honors Requirements

The purpose of this memo is to request that UAB take a look the policies associated with the awarding of honors at graduation (pg 65 of the 2009/2010 Catalog).

Over the past couple of years, the Office of Academic Affairs has been presented with exceptions to policy requests regarding our policies related to the award of University Honors at graduation.

It appears that there is general dissatisfaction with our current policies among students who fall just short of the award. As an administrator charged with enforcing the will of the faculty as printed in the catalog, I've had a difficult time supporting this policy as it appears to be excessively restrictive.

One case in point is a student who missed graduating suma cum laude simply for one 'B' received in a ground school course he took at age 14. He later retook the course to receive an 'A' just so he'd have a 4.00 GPA only to find that the 'B' is used in GPA computation for honors so he was denied the honor.

Another case involves an older non-traditional student who just missed receiving cum laude honors because we required that she use all her transcripts from the past even though they were decades old and there have been life changes since then.

I feel constrained to enforce academic policy created by the faculty as it is printed so I've had to deny these appeals.

As a result of these cases, I've done a quick random sample of the policies at other institutions (including a few of our identified peer institutions) and find that UAA's are clearly the most restrictive.

While not completely trusting of Wikipedia as an information source, I found that the entry posted there for Latin honors to be accurate. I've given it below. I particularly like the statement that I've emphasized.

I've also attached a comparison table of the requirements that I've investigated. You will notice that UAA's policy is clearly the most restrictive—hence, my request. I look forward to working with UAB on this matter.

From Wikipedia: (http://en.wikipedia.org/wiki/Latin_honors) Emphasis Added

> "Generally, a college or university's degree regulations give clear rules on the requirements to be met to obtain specific honors distinctions. These may be a specific grade point average, a requirement that the student submit an "honors thesis" or "honors project" for evaluation, a requirement that a student be part of an honors program, or graduate early, or a combination of the above. Each university sets its own standards, and these standards often vary greatly among universities. ***Thus, comparing Latin honors across universities is often meaningless***; the same level of Latin honors attained at different universities may actually indicate very different levels of academic achievement."

Comparison of requirements found on line from various universities is given below.

University	suma cum laude	magna cum laude	cum laude	Notes
UAA	4.00 GPA	3.80 GPA	3.50 GPA	"All transfer students must have a cumulative GPA of 3.50 or higher in all college work attempted both at UAA and at all other accredited institutions attended and for all courses used to fulfill the degree program in order to graduate with honors. At UAA, graduation with honors represents the students' entire academic history. All grades and credits earned will be included in determining eligibility to graduate with honors (Ds, Fs, retaken courses, courses lost in academic bankruptcy, etc)." (2009/10 Catalog, pg 65)
Univ. of Pennsylvania Varies by School/College	Arts & Sciences: GPA 3.80	Arts & Sciences: GPA 3.60	Arts & Sciences: GPA 3.40	No discussion found on how GPA is computed.
Brown University	Not offered	Complicated process based on percentage of A grades marked with distinction. Only award to 20% of class	Not offered	Does not compute GPAs
New York Univ.	Top 5% of Class	Next 10% of Class	Next 15% of Class	Only courses applicable to the degree are included in GPA Calculation. Does not include transfer grades.
Boston Univ.	Top 5% of Class at end of 7th semester	Next 10% of Class at end of 7th semester	Next 15% of Class at end of 7th semester	No discussion of how GPA is computed found
Utica College	3.80 GPA	3.60 GPA	3.40 GPA	"For transfer students, records at previous institutions must be included in computation of GPA if the cumm. average is less than the UC average, records from previous institutions are excluded if the cumm. average is greater than the UC average."
Auburn University, College or Arch., Design, Construction**	3.80 GPA	3.60 GPA	3.40 GPA	Based on 'overall GPA' w/o discussion on how this is computed

University	suma cum laude	magna cum laude	cum laude	Notes
Boise State Univ.**	3.95 GPA	3.75 GPA	3.50 GPA	Says that all grades are included—even those otherwise excluded under their grade exclusion policy.
Cleveland State Univ.**	3.80 GPA	3.60 GPA	3.30 GPA	"If a student has transferred to Cleveland State University, graduation honors will be based on the average for Cleveland State University work or the average for all college work, whichever is lower. In determining the grade average for graduation honors, the Cleveland State University method of computing grade-point averages will be used."
Columbus State University**	3.80 GPA	3.60 GPA	3.40 GPA	"Transfer students must attain an honors GPA on all course work attempted at Columbus State University and an honors GPA on the combined total of courses attempted at Columbus State University and all other institutions attended."
Indiana State University**	3.95 GPA	3.80 GPA	3.60 GPA	"Transfer students must complete 62 semester hours of resident credit and have earned a 3.60 cumulative grade point average at Indiana State University before honors consideration. All academic courses from all accredited institutions are converted to a 4.00 scale and incorporated in the honors grade point average when determining honors."
University of Alabama - Huntsville**	3.90 GPA	3.70 GPA	3.40 GPA	"Honors will be determined by the grade-point average for the last 60 semester hours of coursework taken at UAH or the overall GPA for all coursework taken at UAH, whichever is higher. The academic terms containing the last 60 hours of coursework taken at UAH will be identified, and the GPA of all UAH courses taken during those terms to satisfy graduation requirements will be computed"
University of Southern Maine**	3.80 GPA	3.60 GPA	3.40 GPA	"Graduation with distinction is based on the student's GPA at the University of Southern Maine. Students must complete at least 60 credit hours (with a minimum of 45 credit hours graded A through F) at USM in order to qualify."

** UAA Peer Institution

Date: September 13. 2010
From: Hilary Davies
Subj: Reference to professional development courses in the curriculum handbook.

Question: Should the policy wording for professional development courses (500 level) be consistent?

Page 7, 3.5
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 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 as information items on the Faculty Senate agenda.

Pages 25, 38
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 delivered simultaneously (stacked) with credit courses of similar content.

Page 41
Nondegree courses
C. ***Professional Development Courses (500 Level) -*** 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 delivered simultaneously (stacked) with credit or noncredit courses of similar content. (See Box 3. Course Number, above for further information).

Page 29
v. Courses that are at the 500 level may not be stacked with any other credit course numbered A050-A499 and A600-A699 or noncredit courses.

Page 43
Stacked
F. A501-A599 level (professional development) courses may not be stacked with any other credit course numbered A050-A499 and A600-A699 or with AC001-AC049 CEU (continuing education unit) courses.
(This clarification was approved by UAB and the Faculty Senate in 2009-2010).

Governance Office
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive, ADM 219
Anchorage, Alaska 99508-4614
T 907.786.1945 • F 907.786.6123
www.uaa.alaska.edu/governance

Date: April 30, 2010

From: General Education Review Committee 9/7/2010

To: Faculty Senate Academic Assessment Committee; T. Bart Quimby, OAA; Hilary Davies, UAB

Re: (Baccalaureate) General Education Assessment Methods

The charge of the General Education Review Committee (GERC) does not specifically include the design or administration of assessment vehicles. However, the GERC ran a Pilot Program in Spring Semester 2009 involving several volunteer sections of the Integrative Capstone courses. There were three parts to the Pilot:

- Artifacts of student work measured by a set of Capstone outcome rubrics.
- Student survey on the UAA General Education experience in which the students answered questions intended to ascertain both by what means they had satisfied each of the GER's and their estimation of the effectiveness of UAA's course offerings in each area. They were also given the opportunity to comment on the Requirement and to assess its achievement of its Goals.
- Faculty survey in which the instructors rated the students' outcomes in the Capstone-specific classification (i.e. Knowledge Integration Critical Thinking, Effective Communication, Information Literacy, and Quantitative Perspectives).

The GERC has taken seriously its charge to review the pilot study data. Many hours have been spent discussing the process of GER assessment as a whole and the merit of the individual instruments used to collect data from the pilot study. The purpose of this memorandum is to report the results of this Pilot project of Capstone-based assessment tools and to make recommendations based on these results.

The GERC has reviewed the product of the Pilot Program, and finds value in each of the instruments, but recommends revision as indicated below. On Jan. 8, GERC passed the following motion:

The General Education Review Committee supports the creation of a funded faculty group, a General Education Assessment Committee.

The rationale for the motion includes the desirability of a focused and motivated group of faculty willing and able to nurture an "assessment culture" at UAA in support of attainment of student outcomes. The General Education Assessment Committee (GEAC) would develop, maintain, and oversee implementation of a GER assessment plan. Based on assessment results, the Committee would report their findings and make recommendations to the GERC, which retains full responsibility to advise UAB on General Education-related curricular matters.

Two general principles are clear: 1) in assessment, indirect and direct methods should be used in concert, and 2) Faculty supervision is essential in the direct measurement of students' progress and achievement of goals. As a practical matter, the access to students in sections of Integrative Capstone courses seems an indispensible tool.

Review and Recommendations

The GERC as a whole and through subcommittee work has reviewed the Capstone Pilot Assessment data. Each subcommittee provided recommendations on an assigned assessment instrument, which are listed below. Additionally, the GERC discussed issues inherent to the GER assessment process and offered recommendations to improve GER assessment overall.

A. An overarching issue to be settled is the identification of the precise outcomes to be assessed. The nine (9) General Education Outcomes adopted in 1999 (rev. 2005) may not be optimal in an assessment context. Other institutions have found that revision (reduction) of a "wish list" of outcomes was necessary before serious assessment could begin. The five (5) Capstone outcomes were designed to be more assessable, but are somewhat abstract.

Recommendation:
Establish a plan that identifies specific General Education outcomes to be assessed.

B. In creating an assessment process at UAA we may learn from experience at other institutions, a wealth of which is documented (post-2000) on the internet, in periodicals, books, and in refereed journals. The similarity of many accounts to our own history at UAA is striking.

Recommendation:
Use available material and references to refine assessment instruments. In particular, we recommend periodicals such as "Assessment Update" (in stacks at Consortium Library) and the links page http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#u at North Carolina State.

C. The UAA assessment process utilizes program assessment coordinators who maintain assessment plans and then report periodically on the status of respective programs using faculty

feedback based on program assessment plans. Following this format, General Education Requirements (GER) assessment necessitates coordination.

Recommendation:
Create a funded faculty group, a General Education Assessment Committee (GEAC), to provide GER assessment coordination. The GEAC would develop, maintain, and oversee implementation of a GER assessment plan . After review by GERC, this plan will be forwarded to the Faculty Senate Assessment Committee. The Faculty Senate Assessment Committee will review the GEAC's plan and reports as it will for other programs.

This committee would work with the capstone faculty assessors to provide the rubrics to faculty teaching capstone courses in a timely manner, formalize norming exercises to both capstone faculty and the GEAC, provide a second reading to capstone artifacts thus ensuring greater validity, and report assessment findings.

Based on assessment results, the GEAC would report its findings and make recommendations to the General Education Review Committee.

D. The reports from GERC subcommittees indicate both strengths and weaknesses of the piloted instruments. Both the faculty survey and artifact subcommittees identified uneven application of rubrics as a primary weakness. Another issue is determining the extent of GER assessment. If the purpose is to evaluate the General Education Requirements of the University, then a broader focus may include other means of satisfying GERs. A more narrow focus would only assess UAA GER courses. The following are specific recommendations from the subcommittees reviewing each assessment instrument.

Recommendations regarding the faculty survey:

- Revise the existing faculty survey and its method of administration. It appears unlikely that widespread responses of the existing faculty survey will be useful. The effort that would be required to read all open-ended responses is significant and the likelihood of extracting actionable items is questionable. Furthermore, the reliability of the submitted grades is questionable without all instructors norming to the same rubric.
- Provide both open-ended and closed-ended questions to generate both qualitative and quantitative data.
- The faculty survey should be linked to specific artifacts. For example, if N artifacts are randomly selected for evaluation by a committee then the instructor completes the survey for each of the N artifacts. This would provide context for the evaluation committee and assist them when committee members may not have expertise in the subject matter. If the instructor grades are tied to specific artifacts the grades would be traceable/auditable whereas in the pilot study the grades are not traceable since they are subjectively aggregated across the entire class.

Recommendations regarding the student survey:

- Continue the student survey at the Capstone level.
- Incorporation of the National Survey of Student Engagement (NSSE), already subscribed to by UAA, either as an entry/exit exercise or as a correlative of the Capstone Student Survey, may be beneficial.

Recommendations regarding artifacts:

- Consider using e-portfolios for documenting, archiving, accessing, cross-referencing and managing student and faculty data.
- Consider a pilot for another semester using the revised instruments.
- Investigate whether separate rubrics for different disciplines are appropriate.

From: Roberts Rules of Order

Do abstention votes count?

The phrase "abstention votes" is an oxymoron, an abstention being a refusal to vote. To abstain means to refrain from voting, and, as a consequence, there can be no such thing as an "abstention vote."

Isn't it necessary to summarize matters discussed at a meeting in the minutes of that meeting in order for the minutes to be complete?

Not only is it not necessary to summarize matters discussed at a meeting in the minutes of that meeting, it is improper to do so. Minutes are a record of what was done at a meeting, not a record of what was said.