Undergraduate Academic Board
Agenda

October 12th, 2012
2:30-5:00
ADM 204

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

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

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

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

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

VI. Program/Course Action Request- Second Readings
Add BIOM A490 Selected Lecture Topics in Biomedicine (1-3 cr)(1-3+0)(pg. 6-10)
Chg HUMS A324 Introduction to Paraprofessional Counseling II (3)(3+0)(pg. 11-15)
Chg AAS, Human Services (pg. 16-21)

VII. Program/Course Action Request- First Readings
Chg CNT A240 Industry PC Configuration Essentials (2)(1+2)(pg. 22-26)
Chg CNT A241 Administering & Supporting Industry Network Infrastructure (3)(2+2)(pg. 27-31)
Chg CNT A242 Industry Network Directory Configuration (3)(2+2)(pg. 32-36)
Chg CNT A243 Industry Application Infrastructure (3)(2+2)(pg. 37-41)
Add CNT A275 Information Technology Project Management (3)(1+2)(pg. 42-46)
Chg AAS, Computer Systems Technology (pg. 47-54)
Add PER A190 Selected Topics in Health, Physical Education & Recreation (1-4 cr)(0-4+0-8)(pg. 55-60)
Add PEP A490 Selected Topics in Health, Physical Education & Recreation (1-6 cr)(0-6 +0-18)(pg. 61-65)
Chg    ACCT A316    Accounting Information Systems II (3)(3+0) (pg. 66-70)
Chg    ACCT A342    Managerial Cost Accounting (3)(3+0)(pg. 71-75)
Add    ECON A211    The Economics of Fish (3)(3+0)(pg. 76-80)
Chg    Associate of Applied Science in Nursing (pg. 81-91)
Chg    SOC A377    Sociology of Gender (3 cr)(3+0)(pg. 92-95)
Add    SOC A380    Sociology of Globalization (3 cr)(3+0)(pg. 96-103)
Chg    SOC A488    Capstone Seminar (3 cr)(3+0)(pg. 104-108)

VIII. Old Business

IX. New Business
   A. Curriculum Handbook Changes (pg. 109-197)
      a. Program Approval Flow Chart (pg. 198)
   B. Revised PAR (pg. 199)
   C. Revised CAR (pg. 200)
   D. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 201-203)
   E. Proposed Modification of Catalog Language Regarding Catalog Year and Course Prerequisites (pg. 204-205)
   F. Posthumous Degrees (pg. 206-207)
   G. Summer Add/Drop Deadlines (pg. 208)

X. Informational Items and Adjournment
   A. Pilot Group Discussion
I. Roll
(x) Dave Fitzgerald (CBPP) ( ) Vacant (COE) (e) Christina Stuive (SA) ( ) Adjunct vacancy
(x) Paola Banchero (CAS) (x) Jeffrey Callahan (CTC) (x) Francisco Miranda (FS CAS) ( ) USUAA vacancy
(x) Mari Ippolito (CAS) (x) Utpal Dutta (SOE) (x) Alberta Harder (FSAL) ( ) Ex-Officio Members:
(e) Barbara Harville (CAS) (x) Jeffrey Callahan (KPC) (x) Soren Orley (FSAL) ( ) Susan Kalina
(x) Len Smiley (CAS) (x) Kevin Keating (LIB) ( ) FS at large vacancy ( ) Lora Volden
(x) Helena Jermalovic (COH) (x) Michael Hawfield (KPC) (x) Soren Orley (FSAL) ( ) Susan Kalina
(x) Utpal Dutta (SOE) (x) Alberta Harder (FSAL) (x) USUAA vacancy
(x) Len Smiley (CAS) (x) Kevin Keating (LIB) ( ) FS at large vacancy ( ) Lora Volden
(c) Eileen Weatherby (COH) ( ) Thia Falcone (Adjunct)

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

III. Approval of Meeting Summary (pg. 3-5)
Helena Jermalovic was present at the September 21st meeting
Approved as amended

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
   Written report is posted on the website
   Working on a memo about getting student learning outcomes (SLOs) in the catalog

B. University Registrar Lora Volden
   Waiting on summer schedule dates from OAA
   Course deletions will no longer need to fill out all boxes on the CAR

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

B. GERC
   Discussed possible changes to BOR policy
   Approved social science preamble with the exception of the 5th outcome
   Approved GEOG A101, INTL A101, and GEOG A390B

VI. Program/Course Action Request- Second Readings
Chg GEOG A101 Local Places/Global Regions: An Introduction to Geography (Cross listed with INTL A101)(3)(3+0)(pg. 6-11)
1 Abstain
2 Opposed
8 For
Approved

Chg INTL A101 Local Places/Global Regions: An Introduction to Geography (Cross listed with GEOG A101)(3)(3+0)(pg. 12-17)
3 Opposed
8 For
Approved

Add GEOG A390B Topics in Regional Geography (3)(3+0)(pg. 18-22)
Unanimously Approved

Chg GEOG A490 Field Studies in Geography (3-9)(1-2+3-6)(pg. 23-26)
Unanimously Approved
Add ENVI A280  Professional Preparation in Environmental Fields I  
(Stacked with ENVI A480)(1)(1+0)(pg. 27-29)  
**Unanimously Approved**

Add ENVI A480  Professional Preparation in Environmental Fields II  
(Stacked with ENVI A280)(1)(1+0)(pg. 30-32)  
**Unanimously Approved**

Chg  Minor, Geography (pg. 33)  
**Unanimously Approved**

Chg  Minor, Environmental Studies (pg. 34-38)  
**Unanimously Approved**

Chg  Major, Environment & Society BA (pg. 39-40)  
**Unanimously Approved**

Chg  Major, Environment & Society BS (pg. 41-50)  
**Unanimously Approved**

Chg  Social Science Preamble (pg. 51-57)  
**Unanimously Approved**

Chg  CED A185  Presenting Art Lessons K-12 (1)(1+0)(pg. 58-61)  
**Unanimously Approved**

Chg  HUMS A107  History & Systems of Human Services (3)(3+0)(pg. 62-65)  
**Unanimously Approved**

VII. Program/Course Action Request- First Readings

Chg  HUMS A224  Conflict and Collaborative Systems (3 cr)(3+0)(pg. 66-70)  
**Waive first, approve for second reading**

Chg  HUMS A226  Intervention Continuum in Substance Abuse Counseling (3)(3+0)(pg. 71-74)  
**Waive first, approve for second reading**

Chg  HUMS A295A  Human Services Practicum I (3)(1+9)(pg. 75-79)  
**Waive first, approve for second reading**

Chg  HUMS A295B  Human Services Practicum II (3)(3+0)(pg. 80-84)  
**Waive first, approve for second reading**

Chg  HUMS A324  Introduction to Paraprofessional Counseling II (3)(3+0)(pg. 85-89)  
**Accepted for first reading**

Chg  AAS, Human Services (pg. 90-96)  
**Accepted for first reading**

Chg  BIOL A461L  Molecular Biology Laboratory  
(Stacked with BIOL A661L)(3)(0+6)(pg. 97-106)  
**Waive first, approve for second reading**

Add  CNT A168  Computer User Support and Help Desk (2)(2+0)(pg. 107-111)  
**Accepted for first reading**

Chg  CNT A240  Industry PC Configuration Essentials (2)(1+2)(pg. 112-116)  

Chg  CNT A241  Administering & Supporting Industry Network Infrastructure  
(3)(2+2)(pg. 117-121)

Chg  CNT A242  Industry Network Directory Configuration (3)(2+2)(pg. 122-126)

Chg  CNT A243  Industry Application Infrastructure (3)(2+2)(pg. 127-131)

Add  CNT A275  Information Technology Project Management (3)(1+2)(pg. 132-136)

Chg  AAS, Computer Systems Technology (pg. 137-145)  
**Postponed**

Chg  ACCT A316  Accounting Information Systems II (3)(3+0) (pg. 146-150)
VIII. Old Business

IX. New Business

A. 2012-2013 Goals (pg. 161)
   - Add a goal to make the review process at UAB more efficient
   - Further refinements to include technology
   - Revise goal three to remove names
   - Do not specify any policies, have it be generic for when new policies come to the board
   - Unanimously Approved

B. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 162-164)

C. Revised CAR (pg. 165)

D. Revised PAR (pg. 166)

E. Curriculum Handbook Changes (pg. 167-254)
   - a. Program Approval Flow Chart (pg. 255)

F. Proposed Modification of Catalog Language Regarding Catalog Year and Course Prerequisites (pg. 256-257)

G. Posthumous Degrees (pg. 258-259)

H. Summer Add/Drop Deadlines (pg. 260)

X. Informational Items and Adjournment
   - A. Pilot Group Discussion
# Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CH College of Health</td>
<td>No Division Code</td>
<td>School of Medical Education</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>BIOM</td>
<td>A490</td>
<td>N/A</td>
<td>1.0 - 3.0</td>
<td>(Lecture + Lab)</td>
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<th>6. Complete Course Title</th>
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<td>Selected Lecture Topics in Biomedicine</td>
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<tr>
<td>Selected Topics Biomedicine</td>
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<td>Abbreviated Title for Transcript (30 character)</td>
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<tr>
<td>☐ Preparatory/Development</td>
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<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
</tr>
<tr>
<td>☐ Professional Development</td>
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| 8. Type of Action: | ☒ Add |

If a change, mark appropriate boxes:
- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Text Score Prerequisites
- ☐ Other Restrictions
- ☐ Class
- ☐ College
- ☐ Major
- ☐ Level
- ☐ (please specify)

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<tr>
<td>Max Credits</td>
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</table>

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

11. Implementation Date
- Semester/year: Spring/2013 - 99/9999

12. ☐ Cross Listed with |
N/A

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. BS, Biological Sciences</td>
<td>courtesy coordination</td>
<td>28Mar2012</td>
<td>Fred Rainey</td>
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<td></td>
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Initiator Name (typed): Tim Hinterberger Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
- Date: 28 Feb 2012
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: 18 Apr 2012

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

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

- Detailed coverage of a selected lecture topic in biomedicine. Special Notes: See schedules for specific subtitles to be offered. Course may be repeated for credit only with change in subtitles.

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

16b. Test Score(s)

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

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

16e. Registration Restriction(s) (non-codable)
- Junior or Senior standing

17. ☐ Mark if course has fees

18. ☒ Mark if course is a selected topic course

19. Justification for Action

- Designed as an elective undergraduate course comparable to 400-level courses.

Initiator (faculty only) Date

Initiator (TYPE NAME) Date

Approved Disapproved

Dean/Director of School/College

Approved Disapproved

Undergraduate/Graduate Academic Board Chairperson

Approved Disapproved

Provost or Designee

6
I. Date of Initiation: February 2012

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: BIOM
C. Course Number: A490
D. Number of Credits: 1.0 - 3.0
E. Contact Hours: 1-3 + 0
F. Course Program: N/A
G. Course Title: Selected Lecture Topics in Biomedicine
H. Grading Basis: A - F
I. Implementation Date: Fall 2012
J. Cross-listed/Stacked: No
K. Course Description: Detailed coverage of a selected lecture topic in biomedicine.
   Special Notes: See schedules for specific subtitles to be offered. Course may be repeated for credit only with change in subtitles.
L. Course Prerequisites: Junior or Senior standing
M. Test Scores: N/A
N. Course Co-requisites: Varies
O. Other Restrictions: N/A
P. Registration Restrictions: Varies
Q. Course Fees: No

III. Instructional Goals and Student Outcomes (Example of course previously taught as BIOL A490, see sections V., VI., and VII. below)
A. The instructor will:
   1. Present lectures outlining the basic principles and mechanisms of human physiological systems.
   2. Present examples of problem solving in case studies.
   3. Present cases for students to solve and provide guidance in their analysis.
   4. Encourage student interaction and team-based thinking.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine mean electrical axis of the heart</td>
<td>Take-home assignments</td>
</tr>
<tr>
<td>2. Analyze blood gas status of a patient</td>
<td>Take-home assignments</td>
</tr>
<tr>
<td>3. Calculate renal clearance and acid-base status of patients</td>
<td>Take-home assignments</td>
</tr>
<tr>
<td>4. Infer problems associated with gastrectomy</td>
<td>Take-home assignments</td>
</tr>
</tbody>
</table>
5. Diagnose patients with conditions including heart failure, dyspnea, polyuria, emphysema, and gastric hyper acidity | Small group case discussion

6. Articulate the fundamental physical and chemical principles underlying basic physiological processes in the cardiovascular, respiratory, renal and gastrointestinal systems | Formal multiple choice test

IV. Course Level Justification
This course is designed as an upper-division elective undergraduate course comparable to 400-level courses. It will build upon previous course work and require students to synthesize, compare and contrast, and apply course materials to solving complex problems.

V. Topical Course Outline (Example of course previously taught as BIOL A490)
Human Physiology with Reference to Pathophysiology and Pharmacology
The course will focus on problem solving using clinical cases. Students will become familiar with the cardiovascular, respiratory, renal and gastrointestinal systems. Where appropriate, pharmacological agents normally prescribed to correct or arrest the condition will be discussed.

Course topics:
1. Introduction
   a. Diffusion and osmosis
   b. Primary and secondary active transport
   c. The generation of a resting membrane potential
   d. Action potentials
   e. Muscle contraction
2. Cardiovascular Physiology
   a. Structure and function of the CV system & heart sounds
   b. The cardiac action potential
   c. The electrocardiogram
   d. Intrinsic and extrinsic control of heart rate and contractility
   e. The Starling curve
   f. Cardiac vector analysis
   g. Cardiac arrhythmias
   h. Preload, afterload, contractility and the cardiac cycle
   i. Pressure volume loops
   j. Pressure, flow and resistance
   k. Cardiac and vascular function curves
   l. Determinants and control of mean arterial pressure
   m. Capillary fluid exchange
   n. Blood flow control
   o. Shock
   p. Fetal circulation
3. Respiratory Physiology
a. Surface tension and surfactant  
b. Gas pressures and partial pressures.  
c. Pressure flow and pressure volume relationships  
d. Lung volumes and pulmonary function analysis  
e. Dynamic airway compression  
f. Work of breathing  
g. Alveolar ventilation  
h. Dead space  
i. Oxygen and carbon dioxide transport  
j. The a-v O2 difference  
k. Pulmonary gas exchange  
l. Pulmonary shunts, and V/Q inequalities  
m. Sleep apnea and SIDS  
n. Central nervous system control of breathing

4. Renal Physiology  
a. Fluid compartments  
b. Balance  
c. Glomerular filtration  
d. Tubuloglomerular feedback  
e. Renal hemodynamics  
f. Renal oxygen consumption  
g. Counter current multiplication in the loop of Henle  
h. Sodium transport  
i. The renin-angiotensin-aldosterone system (RAAS)  
j. Potassium transport  
k. Bicarbonate and hydrogen ion transport  
l. Water transport (ADH)  
m. Atrial natriuretic peptide (or factor)  
n. Diuretics  
o. Calcium and phosphate transport  
p. Tubular secretion  
q. Renal clearance (inulin, PAH, glucose, free water)  
r. Dialysis  
s. Micturition  

5. Acid-Base Physiology  
a. Acids and bases  
b. Respiratory disturbances  
c. Metabolic disturbances  
d. Compensation for acid-base disturbances  
e. Anion gap  

6. Gastrointestinal Physiology  
a. Gastro intestinal function  
b. Enteric nervous system  
c. Salivary secretion  
d. Swallowing (deglutition)  
e. Acid secretion in the stomach
f. Gastrointestinal motility and hormones

h. Protein breakdown

i. Chloride channels and cystic fibrosis

j. Function of the gall bladder and bile

k. Absorption of fats

l. Carbohydrate and amino acid absorption

m. Large intestine

n. Defecation

o. Problems associated with the GI tract

VI. Suggested Texts


VII. Bibliography


## Course Action Request

**University of Alaska Anchorage**

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

---

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<td>CH College of Health</td>
<td>ADHS Div of Human Sv</td>
<td>Human Services</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>HUMS</td>
<td>A324</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
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</table>

### 6. Complete Course Title

**Introduction to Paraprofessional Counseling II**

**Intro to Paraprof Counsel II**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action:

- [ ] Add
- [x] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [x] Course Description
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Other Restrictions
  - [ ] Class
  - [ ] Level
  - [ ] College
  - [ ] Major
- [ ] Other (please specify)

### 9. Repeat Status

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

### 10. Grading Basis

- [x] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date

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

### 12. Cross Listed with

- [ ] N/A

### 13. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. AAS Human Services</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>2. Mat-Su - AAS Human Services</td>
<td>88-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
</tr>
<tr>
<td>3. KPC/Kachemak Bay Branch</td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Bettina Kipp/Carol Swartz</td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Laura Kelley**

**Initiator Signed Initials:** __________  **Date:** __________

**13b. Coordination Email Date:** 2/17/2012

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

**13c. Coordination with Library Liaison Date:** 2/17/2012

**14. General Education Requirement**

Mark appropriate box:

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

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

Provides students both theory and skill development learning experiences designed to advance paraprofessional counseling skills.

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

HUMS A223 with a minimum grade of C

**16b. Test Score(s)**

N/A

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

N/A

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

- [x] 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 curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

**Initiator (faculty only) Date**

Laura Kelley

Initiator (TYPE NAME)

**Approved**

**Disapproved**

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

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic Board Chairperson Date**

**Approved**

**Disapproved**

**Provost or Designee Date**

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11
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<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (course or program)</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted</th>
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<td>required course</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
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<td>Mat-Su - AAS Human Services</td>
<td>required course</td>
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<td>Ann Yaros</td>
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<td>KPC/Kachemak Bay Branch</td>
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<td>Retinna Kipp/Carol Swartz</td>
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<td>HUMS A224</td>
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<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>HUMS A424</td>
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<td>433</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
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<td>HUMS A434</td>
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<td>2/13/12</td>
<td>Laura Kelley</td>
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<td>HUMS A461</td>
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<td>433</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
</tbody>
</table>
I. Date of Initiation
   February, 2012

II. Curriculum Action Request
   A. College
      College of Health
   B. Course Subject
      Human Services
   C. Course Number
      HUMS A324
   D. Number of Credits
      3.0
   E. Contact Hours
      3+0
   F. Course Program
      Associate of Applied Science in Human Services
   G. Course Title
      Introduction to Paraprofessional Counseling II
   H. Grading Basis
      A-F
   I. Implementation Date
      Fall 2012
   J. Cross-listed/Stacked
      N/A
   K. Course Description
      Provides students both theory and skill development learning experiences designed to advance paraprofessional counseling skills.

   L. Course Prerequisites
      HUMS A223
   M. Test Scores
      N/A
   N. Course Co-Requsite
      N/A
   O. Other Restrictions
      N/A
   P. Registration Restrictions
      N/A
   Q. Course Fees
      Yes

III. Instructional Goals and Student Outcomes
   A. The instructor will:
      1. Distinguish theoretical concepts associated with effective problem management in a variety of human service settings.
      2. Link effective paraprofessional helping/communication skills with human service practice.
      3. Identify the role of client motivation in developing personal goals and strategies in a variety of human service settings.
      4. Arrange student role play experiences involving common client situations.
      5. Provide students feedback and suggestions for improving counseling skills.
      6. Examine trauma informed awareness within the context of human service delivery systems.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
   | 1. Analyze theoretical concepts associated with problem solving in a human service settings. | Class discussion  
Role play  
Written assignments |
   | 2. Compare and contrast basic skills for enhancing client motivation for change. | Class discussion  
Role play  
Analysis of video clips |
   | 3. Demonstrate effective helping skills appropriate in a human service setting with a variety of clients. | Class discussion  
Role play  
Written assignments |
<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
</tbody>
</table>
| 4. Identify client resistance and ambivalence and apply effective communication/helping skills. | Class discussion  
Role play  
Written assignments |
| 5. Demonstrate ability to help clients formulate individualized goals for change based upon personal and cultural strengths and values. | Class discussions  
Case studies  
Role play  
Written assignments |
| 6. Engage in critical self-evaluation of basic helping skills, and incorporate feedback from peers. | Role plays  
Class discussions  
Witten assignments |
| 7. Determine the value of trauma informed awareness in a paraprofessional counseling setting. | Class discussion  
Written assignment |

### IV. Course Level Justification

This is a continuation of HUMS 223 (Introduction to Paraprofessional Counseling I) with increased emphasis upon advanced paraprofessional counseling skills appropriate in a human service setting.

### V. Topical Course Outline

1.0 Foundations of effective helping skills  
1.1 Understanding motivation and readiness to change  
1.2 The role of ambivalence in change  
1.3 Elements of effective communication in increasing motivation

2.0 Problem solving mode: the cycle of change  
2.1 Motivation and stages of change  
2.2 Pre-contemplation and readiness for change  
2.3 Contemplation and commitment  
2.4 Preparation and planning  
2.5 Action and stabilizing change

3.0 Competence in basic helping skills  
3.1 Reflective listening  
3.2 Open-ended questions  
3.3 Identification of client strengths and resources  
3.4 Affirmations  
3.5 Eliciting client motivation for change  
3.6 Role of feedback in increasing client motivation for change

4.0 Ambivalence and resistance in helping  
4.1 Exploring and understanding ambivalence  
4.2 Exploring and understanding resistance  
4.3 Skills associated with resolving ambivalence  
4.4 Skills associated with resolving resistance
5.0 Negotiating a change plan
5.1 Opening a meeting and introducing a topic
5.2 Negotiating realistic goals
5.3 Identifying strengths and resources
5.4 Anticipating obstacles
5.5 Maintaining change

6.0 Trauma informed awareness and care
6.1 Recognizing behavioral and psychological cues of trauma and grief
6.2 The grieving process
6.3 Understanding misplaced guilt

VI. Suggested Texts


VII. Bibliography


1a. School or College  
CH College of Health

1b. Division  
ADHS Div of Human Svs  Health Sci

1c. Department  
Human Services

2. Complete Program Title/Prefix  
Associate of Applied Science, Human Services

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate:  
Associate of Applied Science  
Graduate:  
CHOSE ONE

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

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

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

6a. Coordination with Affected Units  
Department, School, or College:  
School of Social Work, Mat-Su College,  
Kenai Peninsula College, Kachamak Bay Branch-KPC

Initiator Name (typed): Laura Kelley  
Initiator Signed Initials:  

Date: 

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 2/17/2012

6c. Coordination with Library Liaison  
Date: 2/17/2012

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

8. Justification for Action  
Revise curriculum to meet recent accreditation standards and certification requirements.

Initiator (faculty only)  
Laura Kelley  
Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Department Chairperson  
Date

☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic Board Chairperson  
Date

☐ Approved  
☐ Disapproved  
Provost or Designee  
Date
Associate of Applied Science, Human Services

Graduates of this program are able to:

- Analyze and navigate community-based human services agencies and service delivery systems in order to secure a variety of community resources appropriate for clients.
- Utilize a strengths-based approach to working with people and their problems in living.
- Effectively use intervention and core paraprofessional counseling skills.
- Apply acquired human services skills in a service agency, to include assessment, interviewing, treatment planning, service delivery, and paraprofessional counseling.
- Demonstrate consolidation of knowledge through three areas of learning:
  - Understand agencies, target populations, services delivered, and interaction with community partners.
  - Develop a professional self and identity with appropriate use of supervision.
  - Apply client/community intervention skills.
- Qualify for employment in the human services workforce.
- Build on human services AAS degree as a foundation for further education.

Admission Requirements

Satisfy the Admission Requirements for Certificate and Associate Degree programs found in Chapter 7, Academic Standards and Regulations.

General University Requirements

1. Complete the General University Requirements for Associate of Applied Science Degrees found at the beginning of this chapter.
2. Complete the General Course Requirements for Associate of Applied Science General Degrees located at the beginning of this chapter.

Major Requirements

1. Complete the following required courses (30 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH A200</td>
<td>Natives of Alaska (3)</td>
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<td>or</td>
<td></td>
<td></td>
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<tr>
<td>ANTH A202</td>
<td>Cultural Anthropology (3)</td>
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<td>HUMS A101</td>
<td>Introduction to Human Services</td>
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<td>HUMS A107</td>
<td>History and Systems of Human Services</td>
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<td>HUMS A185</td>
<td>Introduction to Field Work</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A223</td>
<td>Introduction to Paraprofessional Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A256</td>
<td>Groups and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A295A</td>
<td>Human Services Practicum I</td>
<td>3</td>
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<tr>
<td>HUMS A295B</td>
<td>Human Services Practicum II</td>
<td>3</td>
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<tr>
<td>HUMS A324</td>
<td>Introduction to Paraprofessional Counseling II</td>
<td>3</td>
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<tr>
<td>PSY A111</td>
<td>General Psychology (3)</td>
<td>3</td>
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<tr>
<td>or</td>
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<tr>
<td>PSY A150</td>
<td>Lifespan Development (3)</td>
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2. Complete 9 credits from the following list of selectives:

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<th>Course Title</th>
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<tbody>
<tr>
<td>HUMS A106</td>
<td>Introduction to Social Welfare (3)</td>
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<tr>
<td>HUMS A122</td>
<td>Substance Abuse as a Contemporary Problem (3)</td>
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<tr>
<td>HUMS A123</td>
<td>Public Education and Prevention in Substance Abuse (3)</td>
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</tr>
<tr>
<td>HUMS A124</td>
<td>Introduction to Physiology and Pharmacology of Substance Abuse (3)</td>
<td></td>
</tr>
<tr>
<td>HUMS A155</td>
<td>Human Relations in the Workplace (3)</td>
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</tr>
<tr>
<td>HUMS A224</td>
<td>Conflict and Collaborative Systems (3)</td>
<td></td>
</tr>
<tr>
<td>HUMS A226</td>
<td>Intervention Continuum in Substance Abuse Counseling (3)</td>
<td></td>
</tr>
</tbody>
</table>
3. Choose 12 credits of electives. Consultation with faculty advisor recommended.

4. A total of 60 credits is required for the degree.
Associate of Applied Science, Human Services

Graduates of this program are able to:

- Analyze and navigate community-based human services agencies and service delivery systems and in order to secure a variety of community resources appropriate for clients.
- Utilize a strengths-based approach to working with people and their problems in living.
- Effectively use intervention and core paraprofessional counseling skills.
- Apply their acquired human services skills in a service agency, to include assessment, interviewing, treatment planning, service delivery, and paraprofessional counseling.
- Demonstrate consolidation of knowledge through three areas of learning including:
  - Understanding of an agency’s target population and services delivered, and interaction with their community partners.
  - Development of at least 3 professional skills and identification of identity with appropriate use of supervision.
- Application Apply of client/community intervention skills.
- Qualify for employment in the human services workforce.
- Build on their human services AAS degrees as a foundation for further education.

Admission Requirements

Satisfy the Admission Requirements for Certificate and Associate Degree programs found in Chapter 7, Academic Standards and Regulations.

General University Requirements

1. Complete the General University Requirements for Associate of Applied Science Degrees found at the beginning of this chapter.
2. Complete the General Course Requirements for Associate of Applied Science General Degrees located at the beginning of this chapter.

Major Requirements

1. Complete the following required courses (30 credits):
   - ANTH A200 Natives of Alaska (3) 3
   - or
   - HUMS A101 Introduction to Human Services 3
   - HUMS A107 History and Systems of Human Services 3
   - HUMS A185 Introduction to Field Work 3
   - HUMS:
   - PSY A106 Introduction to Social Welfare 3
   - or
   - HUMS A223 Introduction to Paraprofessional Counseling I 3
   - HUMS A256 Groups and Organizations 3
   - HUMS A295A Human Services Practicum I 3
   - HUMS A295B Human Services Practicum II 3
   - HUMS A324 Introduction to Paraprofessional Counseling II 3
   - PSY A111 General Psychology (3) 3

   or
   - PSY A130 Lifespan Development (3) 3

2. Complete 6 credits from one of the emphasis areas in the following list of selectives: 6

   **Note:** Each Human Services degree (Associate of Applied Science and Bachelor of Human Services requires a 6-credit emphasis area. HUMS students may complete 6 credits from a different emphasis area or an additional 3 credits from the emphasis area used for the AAS.

   **General Human Services Emphasis**

   Complete 6 credits from the following:
   - HUMS A106 Introduction to Social Welfare (3)
   - HUMS A122 Substance Abuse 3
Contemporary Problem (3)
HUMS A123 Public Education and Prevention in Substance Abuse (3)
HUMS A124 Introduction to Physiology and Pharmacology of Substance Abuse (3)
HUMS A155 Human Relations in the Workplace (3)
HUMS 224 Conflict and Collaborative Systems (3)
HUMS A226 Intervention Continuum in Substance Abuse Counseling (3)

HUMS PSY A153 Human Relations (3)

HUMS A226 Intervention Continuum in Substance Abuse Counseling (3)

Substance Abuse Emphasis
Complete 6 credits from the following:  
HUMS A122 Substance Abuse as a Contemporary Problem (3)
HUMS A123 Public Education and Prevention in Substance Abuse (3)
HUMS A124 Introduction to Physiology and Pharmacology of Substance Abuse (3)
HUMS A226 Intervention Continuum in Substance Abuse Counseling (3)
HUMS A416 Substance Abuse and the Older Adult (3)

Family and Youth Emphasis
Complete 6 credits from the following:  
HUMS A250 Men and Masculinity (3)
HUMS A416 Substance Abuse and the Older Adult (3)
PSY A235 Child Development (3)
SOC A242 An Introduction to Marriage, Family and Intimate Relationships (3)
SOC A426 Adolescence (3)

Disabilities Emphasis
Complete 6 credits from the following:  
ASL A101 Elementary American Sign Language I (3)
ASL A102 Elementary American Sign Language II (3)
ASL A201 Intermediate American Sign Language I (3)
PSY A445 Strategies of Behavior Change (3)
PSY A455 Mental Health Services in Alaska (2)

Diversity Issues Emphasis
Complete 6 credits from the following:  
AKNS A101 Alaska Native Languages I (4)
AKNS A102 Alaska Native Language II (4)
AKNS A104 Alaska Native Language Orthography (4)
AKNS A201 Alaska Native Perspectives (3)
AKNS A302 Seminar: Cultural Knowledge of Native Elders (2)
3. Choose 12 credits of electives. Consultation with faculty advisor recommended.

4. A total of 60 credits is required for the degree.
### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Mat-SU</td>
<td>No Division Code</td>
<td>CST</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT</td>
<td>A240</td>
<td>N/A</td>
<td>2 Credits</td>
<td>(Lecture + Lab) (1+2)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Industry PC Configuration Essentials**

Abbreviated Title for Transcript (30 character):

### 7. Type of Course

- [x] Academic  
- [ ] Preparatory/Development  
- [ ] Non-credit  
- [ ] CEU  
- [ ] Professional Development

### 8. Type of Action:

- [ ] Add  
- [ ] Change  
- [ ] Delete

**If a change, mark appropriate boxes:**

- [ ] Prefix  
- [ ] Credits  
- [x] Title  
- [ ] Grading Basis  
- [ ] Course Description  
- [ ] Test Score Prerequisites  
- [ ] Other Restrictions  
- [ ] Class  
- [ ] College  
- [ ] Level  
- [ ] Other (please specify)

### 9. Repeat Status No  
- [ ] # of Repeats 0  
- [ ] Max Credits

### 10. Grading Basis

- [x] A-F  
- [ ] P/NP  
- [ ] NG

### 11. Implementation Date

- [ ] semester/year

**From:** Spring/2013  
**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](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
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<td>UAA</td>
<td>2/14/2011</td>
<td>H. Banks</td>
</tr>
<tr>
<td>2. Kodiak College CST</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>H. Corriere</td>
</tr>
<tr>
<td>3. UAA CTC</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>K. Griffis / G. Plunkett</td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Harry Banks  
**Initiator Signed Initials:** __________  
**Date:** __________

### 13b. Coordination Email

**Date:** 2/14/2011  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

**Date:** 2/10/2011

### 14. General Education Requirement

**Mark appropriate box:**

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

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

Introduces personal computer configuration essentials. Includes installation, configuration, and support of personal computers in a mixed enterprise environment.

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

- CNT A170 or CNT A183 or CNT A212 with a minimum grade of C

### 16b. Test Score(s)

- [ ] N/A

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

- [ ] N/A

### 16d. Other Restriction(s)

- [x] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

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

- [ ] N/A

### 17. Mark if course has fees

- [ ]

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

- [ ]

### 19. Justification for Action

This update is needed to reflect changes in technology and standards.

**Initiator (faculty only) Name:** Harry Banks  
**Initiator Signed Initials:** __________  
**Date:** __________

**Approved**  
**Disapproved**

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

**Approved**  
**Disapproved**

**Undergraduate/Graduate Academic**  
**Date**

**Approved**  
**Disapproved**

**Board Chairperson**  
**Date**

**Approved**  
**Disapproved**

**Provost or Designee**  
**Date**
I. Course Description
Introduces personal computer configuration essentials. Includes installation, configuration, and support of personal computers in a mixed enterprise environment.

II. Course design
A. Designed for service technicians, network administrators, and advanced end-users.
B. 2.0 Credits (1 + 2 contact hours)
C. Total student involvement time 90 hours per semester
   1. Lecture hours 1.0 per week, 15 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 3.0 per week, 45 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one week per credit.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su CST, and listserv.
I. Course level justification: Course builds on prior networking knowledge.

III. Course Activities
The course will be taught by lecture, demonstration, classroom discussion, and lab activities.

IV. Course Prerequisites
CNT A170 or CNT A183 or CNT A212

V. Course Evaluation
A. Grading basis: A-F
B. Grades may be based on exams, demonstrations, labs, attendance, classroom participation, or other criteria.
C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Installing or Upgrading PC Operating Systems
   2.1 Identifying installation options
   2.2 Surveying upgrade paths
   2.3 Working with user profiles

3.0 Imaging
   3.1 Capturing images
   3.2 Deploying captured images

4.0 Configuring Disks
   4.1 Creating partitions
   4.2 Mounting volumes
   4.3 Creating Shares and permissions

5.0 Configuring Network Connections
   5.1 Configuring Transport Control Protocol/Internet Protocol (TCP/IP)
   5.2 Testing connections
   5.3 Testing web access

6.0 Configuring Printers
   6.1 Installing printers
   6.2 Sharing printers
   6.3 Networking printer resources

7.0 Installing Applications
   7.1 Installing thin client applications
   7.2 Installing thick client applications
   7.3 Complying with enterprise acceptable-use policies
   7.4 Creating and implementing policies
   7.5 Ensuring compatibility

8.0 Monitoring Performance
   8.1 Surveying monitoring tools
   8.2 Identifying performance metrics
   8.3 Logging performance

9.0 Participating in the Network Operating System (NOS)
   9.1 Distinguishing between workgroups and domains
   9.2 Creating and maintaining users, groups, and policies
10.0 Introducing Administration of Operating Systems
   10.1 Choosing a management mode
   10.2 Developing and managing a basic maintenance plan
   10.3 Creating and managing backups
   10.4 Troubleshooting

VII. Suggested Text

VIII. Bibliography
### IX. Student Learning Outcomes and Assessments

**Instructional Goal:** To provide students with the introductory skills for effective support of personal computers in enterprise environments

<table>
<thead>
<tr>
<th>Upon successful course completion, students will be able to:</th>
<th>This outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
</table>
| Identify and install personal computer operating system versions and applications | Labs  
Written and/or computer aided tests |
| Configure local and network user profiles, workgroups, and domains | Labs  
Written and/or computer aided tests |
| Capture and deploy images | Labs  
Written and/or computer aided tests |
| Create partitions and mount volumes | Labs  
Written and/or computer aided tests |
| Configure and test network connections | Hands-on demonstrations |
| Test TCP/IP web access | Hands-on demonstrations |
| Install and share printers | Labs  
Written and/or computer aided tests |
| Set up and manage performance monitoring | Labs  
Hands-on demonstrations |
| Demonstrate knowledge of NOS | Written and/or computer aided tests |
| Demonstrate knowledge of basic administration and troubleshooting of operating systems | Written and/or computer aided tests |
### Course Action Request

University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
</tr>
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<tbody>
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<td>MA Mat-SU</td>
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<tr>
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<tbody>
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</tbody>
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<tr>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>(2+2)</td>
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</tbody>
</table>

### 6. Complete Course Title
**Administering and Supporting Industry Network Infrastructure**

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

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

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

#### If a change, mark appropriate boxes:
- Prefix [ ]
- Credits [ ]
- Course Number [ ]
- Contact Hours [x]
- Repeat Status [ ]
- Grading Basis [ ]
- Title [x]
- Course Description [ ]
- Course Prerequisites [ ]
- Co-requisites [ ]
- Test Score Prerequisites [ ]
- Registration Restrictions [ ]
- Other Restrictions [ ]
  - Class [ ]
    - Level [ ]
  - College [ ]
    - Major [ ]

### 9. Repeat Status No

- # of Repeats: 0
- Max Credits: 

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

### 11. Implementation Date
- semester/year: Spring/2013 to /9999

### 12. Cross Listed with
- [ ]

### 13a. Impacted Courses or Programs

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mat-Su CST CST</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>H Banks</td>
</tr>
<tr>
<td>2. Kodiak College CST</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>Heather Corriere</td>
</tr>
<tr>
<td>3. UAA CTC CST</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>K. Griffis / G. Plunkett</td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Harry Banks

**Initiator Signed Initials:** __________

**Date:** __________

### 13b. Coordination Email
- Date: 2/14/2011
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: 2/10/2011

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

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

**Provides an introduction to network infrastructure in a mixed enterprise environment.**

### 16a. Course Prerequisite(s) (list prefix and number)
- CNT A240

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

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

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

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

### 17. Mark if course has fees

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

### 19. Justification for Action

This course provides one of several components to an industry certification.

**Initiator (faculty only)**

**Initiator (TYPE NAME):** Harry Banks

**Initiator Signed Initials:** __________

**Date:** __________

**Approved** [ ]

**Disapproved** [ ]

**Dean/Director of School/College**

**Date:** __________

**Approved** [ ]

**Disapproved** [ ]

**Undergraduate/Graduate Academic**

**Date:** __________

**Approved** [ ]

**Disapproved** [ ]

**Board Chairperson**

**Date:** __________

**Approved** [ ]

**Disapproved** [ ]

**Provost or Designee**

**Date:** __________
Course Title: Administering and Supporting Industry Network Infrastructure  
Course Number: CNT A241  
3.0 Credits

I. Course Description  
Provides an introduction to network infrastructure in a mixed-enterprise environment.

II. Course Design  
A. Designed for advanced end-users, service technicians, and network administrators.  
B. 3.0 Credits (2+2 contact hours)  
C. Total student involvement time: 135 hours per semester  
   1. Lecture hours 2.0 per week, 30 hours per semester  
   2. Laboratory hours 2.0 per week, 30 hours per semester  
   3. Out of class work 5.0 per week, 75 hours per semester  
D. This course is required for the AAS in CST.  
E. Computer use fee.  
F. This course could be taught in any time frame but not less than one credit per week.  
G. This is a changed course.  
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.  
I. Course level justification: Course built on prior knowledge from CNT A240.

III. Course Activities  
This course will be taught by lecture, demonstration, classroom discussion, and lab activities.

IV. Course Prerequisites  
CNT A240 with a minimum grade of C

V. Course Evaluation  
A. Grading basis: A-F  
B. Grades will be based on written exams, hands-on demonstrations, lab completion, and classroom participation.  
C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Configuring IP
   2.1 Configure network connections
   2.2 Configure IP version 4 (IPv4)
   2.3 Configure IP version 6 (IPv6)

3.0 Configuring Name Resolution
   3.1 Describe name resolution in server networks
   3.2 Deploy Domain Name System (DNS) servers
   3.3 Configure DNS client settings

4.0 Configuring a DNS Zone Infrastructure
   4.1 Create and configure zones
   4.2 Configure zone replication and transfers

5.0 Creating a Dynamic Host Configuration Protocol (DHCP) Infrastructure
   5.1 Install a DHCP server
   5.2 Configure a DHCP server

6.0 Configuring IP Routing

7.0 Introducing Internet Protocol Security (IPSec)
   7.1 Protect Network Traffic with IPSec
   7.2 Configure IPSec

8.0 Connecting to Networks
   8.1 Configure Network Address Translation (NAT)
   8.2 Configure wireless networks
   8.3 Connect to remote networks

9.0 Configuring Firewall and Network Access Protection
   9.1 Configure firewalls
   9.2 Configure network access protection

10.0 Managing Software Updates
    10.1 Introduce server update services
    10.2 Implement update services
11.0 Monitoring Computers
   11.1 Monitor event logs
   11.2 Monitor performance and reliability
   11.3 Implement a network monitor

12.0 Managing Files
   12.1 Manage file security
   12.2 Share folders
   12.3 Back up and restore files

13.0 Managing Printers

VII. Suggested Text

VIII. Bibliography

IX. Instructional Goal: To provide students with the skills needed for effective user support and help desk support

X. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehend, deploy, and configure name resolution networks and DHCP services</td>
<td>Labs</td>
</tr>
<tr>
<td>Configure IP routing and firewalls, including IPSec, NAT, wireless, and remote networks</td>
<td>Labs</td>
</tr>
<tr>
<td>Configure network access protection</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Labs</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Manage software updates and use update services</td>
<td>Labs</td>
</tr>
<tr>
<td>Monitor and evaluate computer performance</td>
<td>Labs</td>
</tr>
<tr>
<td>Read and interpret event logs</td>
<td>Labs</td>
</tr>
<tr>
<td>Monitor and evaluate performance and reliability</td>
<td>Labs</td>
</tr>
<tr>
<td>Manage files, file security, backups, and folders</td>
<td>Labs</td>
</tr>
<tr>
<td>Manage printers</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
</tbody>
</table>
# Proposal to Initiate, Add, Change, or Delete a Course

## Course Description

This course provides one of several components to an industry certification.

---

### Initiator (faculty only)

**Harry Banks**

**Initiator (TYPE NAME)**

---

## Course Information

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Mat-SU</td>
<td>No Division Code</td>
<td>CST</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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</thead>
<tbody>
<tr>
<td>CNT</td>
<td>A242</td>
<td>N/A</td>
<td>3 Credits</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2+2)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
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<tbody>
<tr>
<td>Industry Network Directory Configuration</td>
<td>Ind Net Dir Config</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>Add or Change or Delete</th>
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</table>

If a change, mark appropriate boxes:

- Prefix
- Credits
- Grade Basis
- Title
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Cross-Listed/Stacked
- Repeat Status
- Contact Hours
- Co-requisites
- Registration Restrictions
- Class
- Level
- College
- Major

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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</table>

<table>
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<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
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<tbody>
<tr>
<td>From: Spring/2013</td>
<td>To: /9999</td>
</tr>
</tbody>
</table>

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

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

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

**Impacted Program/Course**  **Impacted Date of Coordination**  **Chair/Coordinator Contacted**

| 1. Mat-Su CST | UAA 182, 183 | 2/14/2011 | H Banks |
| 2. Kodiak College CST | UAA 182, 183 | 2/14/2011 | Heather Corriere |
| 3. UAA CTC | UAA 182,183 | 2/14/2011 | K. Griffis / G. Plunkett |

**Initiator Name (typed):** Harry Banks  **Initiator Signed Initials:**  **Date:**

**13b. Coordination Email**  **Date:**

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

**13c. Coordination with Library Liaison**  **Date:**

2/10/2011

**14. General Education Requirement**

Mark appropriate box:

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

**15. Course Description**

(suggested length 20 to 50 words)

Provides an introduction for installing, configuring, and deploying application services in an enterprise networked environment.

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

**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**

This course provides one of several components to an industry certification.

---

**Initiator (faculty only)**

**Date:**

**Approved**

**Disapproved**

**Dean/Director of School/College**  **Date:**

**Approved**

**Undergraduate/Graduate Academic Board Chairperson**  **Date:**

**Approved**

**Provost or Designee**  **Date:**

---

**Approved**

**Disapproved**

**Dean/Director of School/College**  **Date:**

**Approved**

**Undergraduate/Graduate Academic Board Chairperson**  **Date:**

**Approved**

**Provost or Designee**  **Date:**
I. Course Description
Provides an introduction for installing, configuring, and deploying application services in an enterprise networked environment.

II. Course Design
A. Designed for service technicians, network administrators, and advanced end-users
B. 3.0 Credits (2 + 2 contact hours)
C. Total student involvement time: 135 hours per semester
   1. Lecture hours  2.0 per week, 30 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 5.0 per week, 75 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one week per credit.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.
I. Course level justification: This course builds on knowledge acquired in CNT A241.

III. Course Activities
This course will be taught by lecture, demonstrations, classroom discussion, and lab activities.

IV. Course Prerequisites
CNT A241

V. Course Evaluation
A. Grading basis: A-F
B. Grades will be based on written exams, hands-on demonstrations, lab completion, and classroom participation.
C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Installing Directory Domain Services
   2.1 Identify directory infrastructure objects and components
   2.2 Prepare to create a new forest
   2.3 Create domain controllers
   2.4 Configure and utilize Lightweight Directory Access Protocol (LDAP)

3.0 Administering Directory Domain Services
   3.1 Work with directory management tools
   3.2 Create directory objects

4.0 Creating and Managing Users in a Directory Structure
   4.1 Create user accounts
   4.2 Automate user account creation
   4.3 Support user accounts

5.0 Creating and Managing Groups in a Directory Structure
   5.1 Create groups
   5.2 Automate group account creation
   5.3 Administer groups in an enterprise

6.0 Creating and Supporting Computer Objects
   6.1 Create computer objects and accounts
   6.2 Automate computer object creation
   6.3 Support computer objects and accounts

7.0 Implementing, Managing, and Supporting Group Policies
   7.1 Implement group policy objects and settings
   7.2 Manage group policy scope
   7.3 Support group policies
   7.4 Configure group policy security
   7.5 Manage software with group policies
   7.6 Audit group policies

8.0 Configuring Authentication
   8.1 Configure password policies
   8.2 Audit authentication

9.0 Integrating Domain Name Service (DNS)
10.0 Managing Controllers, Sites, Multiple Domains, and Forests
   10.1 Manage parent and child domains
   10.2 Configure sites and replication
   10.3 Manage domains and trust relationships

11.0 Implementing Certificates and Public Key Infrastructures

12.0 Implementing Rights Management Services

VII. Suggested Text

VIII. Bibliography

IX. Instructional Goal: To provide students with the skills needed for effective network directory configuration and administration

X. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Install directory services</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Create and manage users and groups</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Create and apply group policies</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Integrate DNS with directory services</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Create a virtual domain with users, groups, security,</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>authentication, rights management, and sites with trust</td>
<td>Labs</td>
</tr>
<tr>
<td>relationships</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
</tbody>
</table>
## Course Action Request

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

### 1. General Information

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Mat-SU</td>
<td>No Division Code</td>
<td>CST</td>
</tr>
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</table>

### 2. Course Information

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT</td>
<td>A243</td>
<td></td>
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</tbody>
</table>

### 5. Credits/CEUs

<table>
<thead>
<tr>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credits</td>
<td>(2+2)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Industry Application Infrastructure**  
**Ind App Infrastructure**  
Abbr. Title for Transcript: Ind App Infrastructure

### 7. Type of Course

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

### 8. Type of Action

- [ ] Add  
- [ ] Change  
- [ ] Delete

#### If a change, mark appropriate boxes:

- [ ] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [ ] Course Description  
- [ ] Repeat Status  
- [ ] Cross-Listed/Stacked  
- [ ] Course Prerequisites  
- [ ] Co-requisites  
- [ ] Registration Restrictions  
- [ ] Class  
- [ ] Level  
- [ ] College  
- [ ] Major

### 9. Repeat Status

- [ ] Repeat Status No  
- [ ] # of Repeats: 0  
- [ ] Max Credits

### 10. Grading Basis

- [ ] A-F  
- [ ] P/NP  
- [ ] NG

### 11. Implementation Date

- From: Spring/2013  
- To: /9999

### 12. Cross Listed

- [ ] Cross Listed with
- [ ] Stacked with

### 13. Impacted Courses or Programs

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat-Su CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>H Banks</td>
</tr>
<tr>
<td>Kodiak College CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>Heather Corriere</td>
</tr>
<tr>
<td>UAA CTC</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>K Griffis / G. Plunkett</td>
</tr>
</tbody>
</table>

### 13b. Coordination Email

Initiator Name (typed): Harry Banks  
Initiator Signed Initials: _______  
Date:________________

### 13c. Coordination with Library Liaison

Initiator Signed Initials: _______  
Date:________________

### 14. General Education Requirement

- [ ] Oral Communication  
- [ ] Written Communication  
- [ ] Quantitative Skills  
- [ ] Humanities  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Integrative Capstone

### 15. Course Description

**Provides an introduction for application support and deployment in an enterprise networked environment.**

### 16. Prerequisites

- [ ] Course Prerequisite(s) (list prefix and number)  
- [ ] Test Score(s)

### 16a. Course Prerequisite(s)

<table>
<thead>
<tr>
<th>Catalog Prefix</th>
<th>Catalog Number</th>
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</thead>
<tbody>
<tr>
<td>CNT</td>
<td>A241 or A242</td>
</tr>
</tbody>
</table>

### 16b. Test Score(s)

- [ ] Score(s)

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

- [ ] Co-requisite(s)

### 16d. Other Restriction(s)

- [ ] Course  
- [ ] Major

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

- [ ] Level

### 17. Mark if course has fees

- [ ] Mark if course has fees

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

- [ ] Mark if course is a selected topic course

### 19. Justification for Action

**Provides the student with knowledge and skills to install, configure, and support applications in a networked enterprise environment.**

Initiator (faculty only)  
Initiator (TYPE NAME): Harry Banks  
Initiator Signed Initials: _______  
Date:________________

### 20. Approval Process

- [ ] Approved  
- [ ] Disapproved

- [ ] Approved  
- [ ] Disapproved

- [ ] Approved  
- [ ] Disapproved

- [ ] Approved  
- [ ] Disapproved
Department: CST: Computer Systems Technology
Program: CST: Computer Systems Technology

Course Title: Industry Application Infrastructure
Course Number: CNT A243
Credits: 3.0

I. Course Description
Provides an introduction to application support and deployment in an enterprise networked environment.

II. Course Design
A. Designed for service technicians and network administrators.
B. 3.0 Credits (2 + 2 contact hours)
C. Total student involvement time: 135 hours per semester
   1. Lecture hours 2.0 per week, 30 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 5.0 per week 75 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one credit per week.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.
I. Course level justification: This course builds on knowledge acquired in CNT A241.

III. Course Activities
This course will be taught by lecture, demonstration, classroom discussion, and lab activities.

Course Prerequisites
CNT A241 or instructor permission

IV. Course Evaluation
A. Grading basis: A-F
B. Grades will be based on written exams, attendance, lab completion, hands-on demonstration, homework, and classroom participation.
C. Specific evaluation procedures will be discussed during the first class meeting.
V. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Implementing a Deployment Infrastructure
   2.1 Deploy servers in a network environment
   2.2 Configure deployment services
   2.3 Deploy virtual machines
   2.4 Implement an activation infrastructure

3.0 Configuring Server Storage and Clusters
   3.1 Configure server storage
   3.2 Configure server clusters

4.0 Installing and Configuring Terminal Services (TS)
   4.1 Deploy a terminal server
   4.2 Configure terminal services

5.0 Configuring and Managing a Terminal Services Infrastructure
   5.1 Configure and manage terminal services clients
   5.2 Deploy a terminal services gateway
   5.3 Publish applications

6.0 Installing and Configuring Web Applications
   6.1 Install a web server role
   6.2 Configure web services

7.0 Managing Web Server Security
   7.1 Configure web security
   7.2 Control access to web services

8.0 Configuring File Transfer Protocol (FTP) and Simple Mail Transport Protocol (SMTP) Services
   8.1 Configure FTP
   8.2 Configure SMTP

9.0 Configuring Media Services

10.0 Working with SharePoint Services
VI. Bibliography

VII. Instructional Goal: To provide student with the skills to provide effective Users Support and Help Desk Support

VIII. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deploy servers in a networked environment</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Configure application deployment services</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Deploy virtual machines</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Implement an activation infrastructure</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Configure server storage and clusters</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Install, configure, and manage terminal services</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Install and configure Web applications</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Configure FTP and SMTP services</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Describe a plan for implementing</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>SharePoint services</td>
<td>Labs</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Written and/or computer aided tests</td>
<td></td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
MA Mat-SU

1b. Division
No Division Code

1c. Department
CST

2. Course Prefix
CNT

3. Course Number
A275

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
2 Credits

5b. Contact Hours
(Lecture + Lab)
(1+2)

6. Complete Course Title
Information Technology Project Management
IT Project Management

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class
☐ College
☐ Major
☐ Level
☐ Other

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

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: Spring/2013
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.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mat-Su CST</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>H Banks</td>
</tr>
<tr>
<td>2. Kodiak College CST</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>Heather Corriere</td>
</tr>
<tr>
<td>3. UAA CTC</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>K Griffis / G Plunkett</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Harry Banks
Initiator Signed Initials: __________
Date: __________

13b. Coordination Email
Date: 2/14/2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 2/10/2011

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

15. Course Description (suggested length 20 to 50 words)
Introduces Information Technology project management fundamentals. Develops skills required to work with stakeholders
and Information Technology processes. Develops skills in leadership and team participation. Projects are related to a student area of
interest. Includes IT project planning, design, team skills, proposals, implementation, reporting, and completion.

16a. Course Prerequisite(s) (list prefix and number)
ENGL A212

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
Satisfactory completion of 12 CNT Credit hours with a minimum grade of C

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course provides project management skills tailored to the needs of the Information Technology industry.

Initiator (faculty only) Date
Harry Banks
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College Date

Approved
Disapproved

Undergraduate/Graduate Academic Date
Board Chairperson

Approved

Provost or Designee Date

Approved
Disapproved

42
Course Title: Information Technology Project Management
Course Number: CNT A275  2.0  Credits

I. Course Description
Introduces Information Technology (IT) project management fundamentals. Develops skills to work with stakeholders and IT specifications and processes. Develops skills in team participation and leadership. Projects are related to students' areas of interest and expertise. Includes IT project planning, design, team skills, proposals, implementation, reporting, and completion.

II. Course design
A. Designed to build practical project management skills for IT workers.
B. 2.0 Credits
C. Total student involvement time 105 hours per semester
   1. Lecture hours 1.0 per week, 15 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 4.0 per week, 60 hours per semester
D. This course is required for the AAS in CST.
E. Lab fees.
F. This course could be taught in any time frame but not less than 2 weeks.
G. This is a new course. No comparable courses are in the catalog.
H. Course coordinated with: Kodiak, Mat-Su, UAA CTC, and listserv.
I. Course level justification: Enables students to synthesize Information Technology-related knowledge and skills in a project management environment.

III. Course Activities
This course will be taught by lecture, demonstration, classroom discussion, and lab activities, culminating in a final project management document. May include relevant service learning projects.

IV. Course Prerequisites
ENGL A212

V. Course Evaluation
A. Grading basis A-F
B. Specific evaluation procedures will be discussed during the first class meeting

VI. Course Outline
1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Understanding and Initiating Projects
   2.1 Define project management
   2.2 Designate project purpose and name
   2.3 Identify customer(s)
   2.4 Identify stakeholder(s)
   2.5 Document project requirements
   2.6 Create a charter

3.0 Developing Options
   3.1 Identify characteristics of IT projects
   3.2 Research options
   3.3 Develop a feasibility plan

4.0 Marking Progress
   4.1 Develop milestones
   4.2 Assess risks
   4.3 Build and evaluate contingencies
   4.4 Document and track progress

5.0 Budgeting
   5.1 Determine project phases and appropriate levels of budgeting
   5.2 Prepare the budget document

6.0 Identifying Team Roles and Responsibilities
   6.1 Describe team member roles
   6.2 Understand Responsible, Accountable, Consulted, Informed (RACI) diagrams and other tools for coordinating team efforts

7.0 Creating Work Breakdown Structures and Timelines
   7.1 Develop the task list for work breakdown structures
   7.2 Choose the tracking tool
   7.3 Select GANTT chart (chart developed by Henry Gantt) or other timeline tools

8.0 Writing a Proposal with a Scope of Work
   8.1 Select a template
   8.2 Integrate the preliminary information
   8.3 Define the audience
   8.4 Present the document and get executive support

9.0 Managing Changes
9.1 Document changes
9.2 Create change orders
9.3 Identify slippage and escalation of risk

10.0 Summarizing the Project
10.1 Write project summary
10.2 Conduct team peer review
10.3 Sign off project completion

VII. Suggested Text

VIII. Bibliography

IX. Instructional Goal: To provide student with the skills to manage Information Technology related projects.

X. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and document the purpose of a new project</td>
<td>Homework assignments&lt;br&gt;Team/group activity (e.g., identification and discussion with customer)</td>
</tr>
<tr>
<td>Identify stakeholders and develop requirements from stakeholders</td>
<td>Homework assignments&lt;br&gt;Team/group activity (e.g., identification and discussion with stakeholders)</td>
</tr>
<tr>
<td>Develop project milestones</td>
<td>Homework assignments&lt;br&gt;Team/group activity (e.g., discuss timeline with team and stakeholders)</td>
</tr>
<tr>
<td>Identify appropriate levels of budgeting for each project phase and develop the appropriate budget</td>
<td>Homework assignments&lt;br&gt;Team/group activity (e.g., review cost estimates and develop consolidated draft budget)</td>
</tr>
<tr>
<td>Identify various information technology project cycles</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>Analyze project risks; develop and evaluate contingencies to mitigate risk</td>
<td>Homework assignments&lt;br&gt;Team/group activity (e.g., periodic progress review)</td>
</tr>
<tr>
<td>Task</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Formalize and assign roles to team members</td>
<td>Class activity or role play</td>
</tr>
<tr>
<td></td>
<td>Team/group activity (e.g., develop RACI</td>
</tr>
<tr>
<td></td>
<td>diagram)</td>
</tr>
<tr>
<td>Create a project proposal document which</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>includes a scope of work, milestones,</td>
<td>Written proposal</td>
</tr>
<tr>
<td>team assignments, budget, and risk analysis</td>
<td></td>
</tr>
<tr>
<td>Track and summarize project progress</td>
<td>Regular logs</td>
</tr>
<tr>
<td></td>
<td>Final documents</td>
</tr>
</tbody>
</table>
1a. School or College  
MA Mat-SU

1b. Department  
CST

2. Complete Program Title/Prefix  
Computer Systems Technology

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

This program is a Gainful Employment Program:  
☐ Yes or ☐ No

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

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

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

6a. Coordination with Affected Units  
Department, School, or College: Kodiak  
Initiator Name (typed): Harry Banks  
Initiator Signed Initials: _______

Date: _____________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 2/14/2011

6c. Coordination with Library Liaison  
Date: 2/10/2011

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

8. Justification for Action  
This technical degree needs to be updated to reflect current trends in related technology

Initiator (faculty only)  
Harry Banks  
Initiator (TYPE NAME)  

☐ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved  

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Date

Board Chair

Provost or Designee  
Date
Computer Systems Technology

The Computer Systems Technology program is offered through the Matanuska-Susitna College and Kodiak College.

An Associate of Applied Science in Computer Systems Technology (CST) provides education in the field of network and systems administration. This program encompasses vendor-neutral and theoretical concepts and practices; it also includes both Windows Server operating systems and Cisco routing and switching technology. Five or more full-time semesters are required to complete the degree program.

The CST degree offers students business, communication, teamwork, and technical skills and IT concepts needed to enter the workforce as entry-level technicians or administrators. It also provides a foundation for advanced studies in technology.

Upon program completion, CST graduates will be able to demonstrate:

1. the ability to manage an IT-related project by professionally and ethically utilizing business principles, communication skills, and teamwork;

2. competence in IT workplace service skills through customer service, troubleshooting, and implementation of security;

3. an understanding of IT concepts and technical skills, installing and configuring operating systems, and using utility software;

4. knowledge of computer hardware and peripherals; and

5. knowledge of network infrastructure, network workgroups, and domain administration.

Associate of Applied Science, Computer Systems Technology

Admission Requirements
Satisfy the Admission to Certificate and Associate Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.

Academic Progress
In order to receive an Associate of Applied Science degree in Computer Systems Technology, students must achieve a grade of C or higher in all major course requirements.

Additionally, all students are required to pass CIS A105 or CIS A110 with a C or better or possess equivalent knowledge prior to graduating from the degree program. This
requirement can also be met by obtaining an appropriate score on the Computer Systems placement test.

**General University Requirements**
Complete the General University and General Course Requirements for Associate of Applied Science Degrees listed at the beginning of this chapter.

**Major Requirements**
Complete the following required courses:

1. **Workforce Skills 12 Credits**
   BA A151 Introduction to Business (3)*
   BA A231 Fundamentals of Supervision (3)
   ENGL A212 Technical Writing (3)*

   MATH A105 Intermediate Algebra (3)*†
   or
   MATH A107 College Algebra (4)*†
   or
   MATH A172 Applied Finite Mathematics (3)*†

   *BA 151, ENGL A212, and Math 105/107/172 may also be used to satisfy general course requirements.

   †or any MATH course for which MATH A105, A107, or MATH A172 is a prerequisite.

2. **Computer Knowledge and Project Skills 18 Credits**
   CNT A160 PC Operating Systems (3)
   CNT A165 Customer Service Fundamentals (1)
   CNT A168 Computer User Support and Help Desk (3)

   CNT A210 PC Technician Fundamentals (3)
   or
   CNT A180 PC Peripherals, Storage and A+ Certification (4)

   CNT A212 Network Technician Fundamentals (3)
   or
   CNT A183 Local Area Networks (3)

   CNT A275 Information Technology Project Management (2)
   or
   CIOS A270 Project Management (2)

   CNT A276 Individual Technical Project (3)
   or
   CNT A282 Industry Workplace Experience (3)
3. **Industry Server Operating System Environment 11 Credits**
CNT A240 Industry PC Configuration (2)
CNT A241 Industry Network Infrastructure (3)
CNT A242 Industry Network Directory Configuration (3)
CNT A243 Industry Application Infrastructure (3)

4. **Network Router and Switching 16 Credits**
CNT A170 CCNA 1 Network Fundamentals (4)
CNT A261 CCNA 2 Router Fundamentals and Protocols (4)
CNT A270 CCNA 3 Switching and Wireless (4)
CNT A271 CCNA 4 WAN Access (4)

5. **Complete 6 Credits from the following courses:**
CNT A264 Introduction to Information Security (3)
CNT A290 Selected Topics in Information Technology (1 to 4) **
CNT A390 Selected Topics in Computer and Networking Technology (1 to 4) **

**CNT A290 and CNT A390 may be taken twice with a change in subtitle.**

7. A total of 69 or more credits are required for the degree.

**FACULTY**

_Harry Banks, Instructor, hbanks@matsu.alaska.edu_

_Howard Corriere, Assistant Professor, hcorriere@kodiak.alaska.edu_
The Computer Systems Technology program is offered through the Matanuska-Susitna College and Kodiak College.

An Associate of Applied Science in Computer Systems Technology (CST) provides skills and education for qualified workers in the field of network and systems administration. The degree is designed to teach students how to manage an IT-related project by completing a series of specific technical, professionally and ethically utilizing business, and general education courses. Graduates with an AAS in Computer Systems Technology can be employed as systems administrators and in a wide variety of other positions in the information technology field. Graduates of this program will have a firm understanding of vendor-neutral and theoretical concepts, principles, communication skills, and teamwork; competence in IT workplace service skills through customer service, troubleshooting, and implementation of security; an understanding of a wide variety of IT concepts and technical concepts, from the latest version of the Windows Operating System to routing and switching technology skills, installing and configuring operating systems, and using Cisco equipment. Graduates will also have a wide body of utility software; knowledge in vendor-neutral computer hardware and theoretical concepts, peripherals; and theoretical practices.

The program objective is the development of a well-trained workforce for the state of Alaska. Since many jobs in the computer technology sector are predicted to grow at high rates in the coming decade, this degree program was designed to train essential employees for that sector.

The educational objectives of the Computer Systems Technology program are to produce graduates who...
1. Have sufficient technical competence to obtain employment as an entry-level technician and to be able to progress professionally within the discipline and are prepared for advanced study.

2. Are able to communicate their ideas.

3. Are able to work within a team environment.

4. Are able to apply their knowledge and skills to create and operate networked computer systems that provide solutions and add to the capabilities of business organizations.

5. Demonstrate their understanding of professional and ethical behavior in the workplace.

Students graduating from this program will demonstrate:

1. Proficiency in operating system, utility software and of network installation and configuration.

2. Proficiency in computer hardware, software and infrastructure, network operation, troubleshooting and upgrades. Demonstrate familiarity with hardware, software and network security features.

2.5. Management of user accounts and group accounts in a MS Windows workgroup and/or workgroups, and domain administration.

4. Ability to identify, design, and implement a network services management strategy.

5. Setup, configuration, and management of a router to include: router interfacing, command line editing, startup, setup, and configuration.

6. Proficiency in the management of local area networks (LANs).

7. Application of customer service principles, including relationships, perceptions, telephone techniques, quality, ethics, record keeping, interpersonal relationships, and teamwork.

8. Application of business principles and the fundamentals of investment, finance, organization, operation and management within a business entity.

9. Application of project management principles and practices, and use of appropriate project management software in the workplace.

**Associate of Applied Science**

**Associate of Applied Science**, Computer Systems Technology

**Admission Requirements**

Satisfy the Admission to Certificate and Associate Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.

Additionally, all students are required to take CIS A105 or possess equivalent knowledge prior to entering this degree program.

**Academic Progress**

In order to receive an Associate of Applied Science degree in Computer Systems Technology, students must achieve a grade of C or higher in all courses undertaken and applied to the degree major course requirements.

Additionally, all students are required to pass CIS A105 or CIS A110 with a C or better or possess equivalent knowledge prior to graduating from the degree program. This requirement can also be met by obtaining an appropriate score on the Computer Systems placement test.

**General University Requirements**

Complete the General University and General Course Requirements for Associate of Applied Science Degrees listed at the beginning of this chapter.
## Major Requirements

1. **Workforce Skills 12 Credits**
   - BA A151 Introduction to Business (3)*
   - BA A231 Fundamentals of Supervision (3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT A160</td>
<td>PC Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CNT A165</td>
<td>Customer Service Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>CNT A170</td>
<td>CCNA 1 Network Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>CNT A210</td>
<td>PC Technician Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CNT A212</td>
<td>Network Technician Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CNT A240</td>
<td>Windows System Essentials</td>
<td>2</td>
</tr>
<tr>
<td>CNT A241</td>
<td>Administering and Supporting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Windows Workstations and Server</td>
<td>3</td>
</tr>
<tr>
<td>CNT A242</td>
<td>Windows Network Infrastructure</td>
<td></td>
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<tr>
<td></td>
<td>Administration</td>
<td>3</td>
</tr>
<tr>
<td>CNT A243</td>
<td>Windows Directory Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>CNT A244</td>
<td>Designing Secure Windows Networks</td>
<td>3</td>
</tr>
<tr>
<td>CNT A245</td>
<td>Windows Directory Services Design</td>
<td>2</td>
</tr>
<tr>
<td>CNT A246</td>
<td>Windows Network Infrastructure Design</td>
<td>2</td>
</tr>
<tr>
<td>CNT A261</td>
<td>CCNA 2 Router Fundamentals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Protocols</td>
<td>4</td>
</tr>
<tr>
<td>CNT A270</td>
<td>CCNA 3 Switching and Wireless</td>
<td>4</td>
</tr>
<tr>
<td>CNT A271</td>
<td>CCNA 4 WAN Access</td>
<td>4</td>
</tr>
<tr>
<td>CNT A276</td>
<td>Individual Technical Project (1-3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CNT A282</td>
<td>Industry Workplace Experience (1-3)</td>
<td></td>
</tr>
</tbody>
</table>

   - ENGL A212 Technical Writing (3)*

   - MATH A105 Intermediate Algebra (3, 3-4)*†
   - or
   - MATH A107 College Algebra (4)*†
   - or
   - MATH A172 Applied Finite Mathematics (3)*†

   †BA 151, ENGL A212, and Math 105/107/172 may also be used to satisfy general course requirements.

†Or any MATH course for which MATH A105, MATH A107, or MATH A172 is a prerequisite.

2. **Computer Knowledge and Project Skills 18 Credits**

   - CNT A160 PC Operating Systems (3)
   - CNT A165 Customer Service Fundamentals (1)
   - CNT A168 Computer User Support and Help Desk (3)

   - CNT A210 PC Technician Fundamentals (3)
   - or
CNT A180 PC Peripherals, Storage and A+ Certification (4)

CNT A212 Network Technician Fundamentals (3)
or
CNT A183 Local Area Networks (3)

CNT A275 Information Technology Project Management requirement (2)
Or
CIOS A270 is recommended. See advisor for more information. Project Management (2)

CNT A276 Individual Technical Project (3)
or
CNT A282 Industry Workplace Experience (3)

3. Industry Server Operating System Environment 11 Credits
CNT A240 Industry PC Configuration (2)
CNT A241 Industry Network Infrastructure (3)
CNT A242 Industry Network Directory Configuration (3)
CNT A243 Industry Application Infrastructure (3)

4. Network Router and Switching 16 Credits
CNT A170 CCNA 1 Network Fundamentals (4)
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**CNT A290 and CNT A390 may be taken twice with a change in subtitle.

7. A total of 67-69 or more credits are required for the degree.

FACULTY
Harry Banks, Instructor, hbanks@matsu.alaska.edu
Michael Buckland, Assistant Professor, AFMPB@uaa.alaska.edu
Heather Corriere, Assistant Professor, hcorriere@kodiak.alaska.edu
# Course Action Request
## University of Alaska Anchorage
### Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>CT CTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>APER Division of Physical Ed Rec</td>
</tr>
<tr>
<td>1c. Department</td>
<td>HPER</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>PER</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A190</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>n/a</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>1-4 credits</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (0-4+0-8)</td>
</tr>
<tr>
<td>6. Complete Course Title</td>
<td>Selected Topics in Health, Physical Education &amp; Recreation Selected Topics in HPER</td>
</tr>
<tr>
<td>7. Type of Course</td>
<td>Academic</td>
</tr>
<tr>
<td>8. Type of Action:</td>
<td>Add</td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- College
- Major

9. Repeat Status No

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

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

11. Implementation Date
- From: spring 2013
- To: 9999

12. Cross Listed with
- n/a

Stacked with
- n/a

Cross-Listed Coordination Signature

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

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

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

Initiator Name (typed): TJ Miller
Initiator Signed Initials: _________ Date: __________

13b. Coordination Email
- Date: 4/16/2011
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: 4/16/2011

14. General Education Requirement

<table>
<thead>
<tr>
<th>Mark appropriate box:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

15. Course Description (suggested length 20 to 50 words)
Examines selected topics in the Health, Physical Education, & Recreation industry according to industry demand or faculty expertise.

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

16b. Test Score(s) n/a

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

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

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
New course to add availability to meet industry demand and/or faculty expertise.

Initiator (faculty only) Date

T.J. Miller
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College Date

Approved
Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

Approved
Disapproved
Provost or Designee Date

55
I. Course Description:
Examines selected topics in the Health, Physical Education, & Recreation industry according to industry demand or faculty expertise.

II. Course Design:
A. Designed for students interested in the selected topic.
B. 1-4 credits.
C. Total time of student involvement: 45-180 hours
D. Status of course relative to degree or certificate: N/A.
E. Fees: a fee will be assessed.
F. May be scheduled in any time frame, but not less than one week per credit.
G. This is a new course.
H. Coordinated with UAA List Serv.
I. Course level justification: Course designed for a wide range of audiences interested in current topics related to the Health Physical Education, & Recreation industry.

III. Course Activities:
Includes lecture, discussions, group exercises, self-evaluation techniques, skill development and field application.

IV. Course Prerequisites:
None

V. Course Evaluation:
Grades will be A-F based on all assignments and skill proficiency. Specific grading will be discussed during the first class.

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Class and campus safety
   1.2 Appropriate apparel and footwear
2.0 Risk Assessment, Hazard Evaluation
   2.1 Environmental
   2.2 Physiological hazards
   2.3 Factors that affect risk assessment
3.0 Organization of Topic Activities
3.1 Define emphasis
3.2 Define outcomes
3.3 Define activities
3.4 Materials, references, and supplies
3.5 Identify and allocate resources
3.6 Determine course outline sequence

4.0 Performance of Topical Activities
   4.1 Group assignments
   4.2 Individual projects

5.0 Evaluation
   5.1 Written or performance tests
   5.2 Project evaluation

VII. Suggested Texts
    Texts will vary with each topic (see sample outline)

IX. Bibliography:
    Author. (N.D.) *UAA HPER Department policies and procedures manual.* University of Alaska Anchorage: HPER Department.
XI. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

**Instructional Goal:**
Provide instruction on and development of the concepts, skills, techniques and safety elements associated with health, physical education, and recreation.

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
<tr>
<td>Develop and refine skills in selected topic area.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
<tr>
<td>Relate skills and concepts to industry standards.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
<tr>
<td>Delineate how the issues of various topics impact individuals, families and communities.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
<tr>
<td>Illustrate how the concepts of selected topic, can lead to desired outcomes.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
</tbody>
</table>
I. Sample Outline:

1.0 Rafting the Grand Canyon
   1.1 Cultural, natural, and resource history
      1.1.1 Indigenous People
         1.1.1.1 Havasupai
         1.1.1.2 Hualapai
      1.1.2 Flora
      1.1.3 Fauna
      1.1.4 Federal designation as National Park
   1.2 Famous names and expeditions
      1.2.1 John Wesley Powell
      1.2.2 Clarence Dutton
   1.3 Logistics planning
      1.3.1 Equipment
      1.3.2 Food
      1.3.3 Travel
      1.3.4 Camp set-up
   1.4 Regulations
      1.4.1 National park permitting
      1.4.2 River corridor regulations
   1.5 Boat operation skills
      1.5.1 Reading water
      1.5.2 Oar and paddle boat maneuvers
      1.5.3 Boat packing
   1.6 Leave No Trace camping

II. Sample Texts:


III. Sample Bibliography:


#### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed Rec</td>
<td>HPER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>PEP</td>
<td>A490</td>
<td>n/a</td>
<td>1-6 credits</td>
<td>(0-6+0-18)</td>
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</table>

6. Complete Course Title

**Selected Topics in Health, Physical Education & Recreation**

**Selected Topics in HPER**

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action:  

- [x] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Class
- [ ] College
- [ ] Major
- [ ] Level
- [ ] Other (please specify)

9. Repeat Status No  

- [ ] # of Repeats
- [ ] Max Credits

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
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</thead>
<tbody>
<tr>
<td>[x] A-F</td>
</tr>
<tr>
<td>[ ] P/NP</td>
</tr>
<tr>
<td>[ ] NG</td>
</tr>
</tbody>
</table>

11. Implementation Date  

- Semester/year

From: spring / 2013  
To: 9999

12. [ ] Cross Listed with n/a

[ ] Stacked with n/a  

Cross-Listed Coordination Signature

13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
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<th>Catalog Page(s) Impacted</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _________  Date: __________

13b. Coordination Email  

Date: 4/16/2011  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  

Date: 4/16/2011

14. General Education Requirement  

Mark appropriate box:

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

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

Examines selected topics in the Health, Physical Education, & Recreation industry according to industry demand or faculty expertise.

Special Note: Prerequisites may be required depending on selected topic.

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

n/a

16b. Test Score(s)  

n/a

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

n/a

16d. Other Restriction(s)  

- [x] College
- [ ] Major
- [ ] Class
- [x] Level

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

Department approval

17. [x] Mark if course has fees  

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

19. Justification for Action  

New course to add availability to meet industry demand and/or faculty expertise.

Initiator (faculty only)  
T.J. Miller  
Initiator (TYPE NAME)  

Approved

Disapproved

Dean/Director of School/College  
Date

Approved

Disapproved

Department Chairperson  
Date

Approved

Disapproved

Undergraduate/Graduate Academic  
Board Chairperson  
Date

Approved

Disapproved

Provost or Designee  
Date

Approved

Disapproved

Curriculum Committee Chairperson  
Date

Approved

Disapproved

Undergraduate Chairperson  
Date

Approved

Disapproved

Graduate Chairperson  
Date

Approved

Disapproved

Provost  
Date

Approved

Disapproved

Curriculum Committee Chairperson  
Date

Approved

Disapproved

Undergraduate Chairperson  
Date

Approved

Disapproved

Graduate Chairperson  
Date

Approved

Disapproved

Provost  
Date
Department: HPER
Course Number: PEP A490
Course Title: Selected Topics in Health, Physical Education & Recreation
Credits: 1-6

I. Course Description:
Examines selected topics in the Health, Physical Education, & Recreation industry according to industry demand or faculty expertise.
Special Note: Prerequisites may be required depending on selected topic.

II. Course Design:
A. Designed for students interested in the selected topic.
B. 1-6 credits.
C. Total time of student involvement: 45-240 hours
D. Status of course relative to degree or certificate: N/A.
E. Fees: a fee will be assessed.
F. May be scheduled in any time frame, but not less than one week per credit.
G. This is a new course.
H. Coordinated with UAA List Serv.
I. Course level justification: Course designed for a wide range of audiences interested in selected topics related to the Health Physical Education, & Recreation industry.

III. Course Activities:
Includes lecture, discussions, group exercises, self-evaluation techniques, skill development and field application.

IV. Course Prerequisites:
None

V. Course Evaluation:
Grades will be A-F based on all assignments and skill proficiency. Specific grading will be discussed during the first class.

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Class and campus safety
   1.2 Appropriate apparel and footwear

2.0 Risk Assessment, Hazard Evaluation
   2.1 Environmental
   2.2 Physiological hazards
   2.3 Factors that affect risk assessment
3.0 Research Topic
  3.1 Define emphasis
  3.2 Define outcomes
  3.3 Define activities
  3.4 Materials, references, and supplies
  3.5 Identify and allocate resources
  3.6 Determine course outline sequence

4.0 Performance of Topical Activities
  4.1 Group assignments
  4.2 Individual projects

5.0 Evaluation
  5.1 Written or performance tests
  5.2 Project evaluation

VII. Sample Outline:
  1.0 The Olympics
    1.1 History
    1.2 Culture
    1.3 Mythology
    1.4 Ceremonies
    1.5 Olympianism
    1.6 Athletes and athleticism
    1.7 Games and significance
    1.8 Training
    1.9 Evaluation

VIII. Suggested Texts
  Texts will vary with each topic (see sample outline)

IX. Bibliography:
XI. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

**Instructional Goal:**
Provide instruction on and development of the concepts, skills, techniques and safety elements associated with health, physical education, and recreation.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate knowledge in selected topic area.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
<tr>
<td>Compare and contrast topical concepts into health, physical education, and recreation.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
<tr>
<td>Correlate topical impacts to individuals, groups, and communities.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
<tr>
<td>Evaluate how the concepts of research, can lead to desired outcomes.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
<tr>
<td>Justify topical significance to health, physical education, and recreation.</td>
<td>Assignments, projects, written or performance tests</td>
</tr>
</tbody>
</table>
I. Sample Outline:
   1.0 Olympism
      1.1 History
         1.1.1 Olympia
         1.1.2 Religion
      1.2 Mythology
         1.2.1 Zeus
         1.2.2 Hera
         1.2.3 Athena
         1.2.4 Apollo
      1.3 Ceremonies
         1.3.1 Opening
         1.3.2 Victory
         1.3.3 Closing
      1.4 Athletes and athleticism
         1.4.1 Ancient athletes
         1.4.2 Training
         1.4.3 Sportsmanship
         1.4.4 regulations
      1.5 Games and significance
         1.5.1 Pentathlon origins
         1.5.2 Current sports

II. Suggested Texts:
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP</td>
<td>ACCT</td>
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</tbody>
</table>

<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>A316</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Accounting Information Systems II  
Accounting Info Systems II

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  No  # of Repeats  Max Credits

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

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>1. Accounting, BBA</td>
<td>134</td>
<td>04/02/2012</td>
<td>Pat Fort</td>
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<td>2. ACCT A452</td>
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<td>02/02/2012</td>
<td>Pat Fort</td>
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Initiator Name (typed): Kevin Dow  
Initiator Signature:  Date: __________________

13b. Coordination Email  
Date: 04/20/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 04/20/2012

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

15. Course Description (suggested length 20 to 50 words)  
A study of Accounting Information Systems (AIS) as an integral component of an enterprise information system. Emphasis on data modeling and database design of accounting systems using the Resources-Events-Agents (REA) model as the basis for the design of AIS components in a relational database. Also covers internal controls and systems documentation.

16a. Course Prerequisite(s) (list prefix and number)  
[ACCT A202, ACCT A216, & (CIS A280 or CIS A305)] with a minimum grade of C

16b. Test Score(s)  
N/A

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

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

16e. Registration Restriction(s) (non-codable)  
CBPP majors must be admitted to upper-division standing.

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

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Added CIS A280 as an alternative to CIS A305 as a prerequisite, updated course description, and updated CCG.
<table>
<thead>
<tr>
<th>Role</th>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soren Orley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
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<tr>
<td>Dean/Director of School/College</td>
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<tr>
<td>Disapproved</td>
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<tr>
<td>Department Chairperson</td>
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<tr>
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<td>Disapproved</td>
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</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<td></td>
</tr>
<tr>
<td>Approved</td>
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<td>Disapproved</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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<td>Provost or Designee</td>
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<tr>
<td>Disapproved</td>
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</tbody>
</table>
I. Date Initiated  April 18, 2012

II. Course Information
College/School: College of Business and Public Policy
Department: Accounting
Program: Bachelor of Business Administration, Accounting
Course Title: Accounting Information Systems II
Course Number: ACCT A316
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours
Grading Basis: A – F
Course Description: A study of Accounting Information Systems (AIS) as an integral component of an enterprise information system. Emphasis on data modeling and database design of accounting systems using the Resources-Events-Agents (REA) model as the basis for the design of AIS components in a relational database. Also covers internal controls and systems documentation.
Course Prerequisites: [ACCT A202, ACCT A216, & (CIS A280 or CIS A305)] with a minimum grade of C
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Discussions
B. Lectures
C. In-class activities
D. Projects
E. Supplementary readings
F. Group presentations

IV. Course Level Justification
The course requires knowledge gained in 200-level accounting courses. The national standard for this course is 300-level.
V. Outline
A. Systems documentation
B. Internal controls
C. Relational databases in an accounting environment
D. Data modeling and database design using the Resources-Events-Agents (REA) model
E. Building accounting systems using the REA model and a relational database software
F. Computer-based internal controls
G. Fraud examination

VI. Suggested Text

VII. Bibliography
Required texts are supplemented with current readings, primarily from the Business Source Premier electronic database in the UAA Consortium Library.

VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the evolution of accounting information systems.</td>
</tr>
<tr>
<td>2. Apply systems documentation techniques including document flowcharts, data flow diagrams, and systems flowcharts to evaluate existing systems and the design of new systems.</td>
</tr>
<tr>
<td>3. Provide an introduction to relational databases as they apply to accounting.</td>
</tr>
<tr>
<td>4. Discuss the issues involved in designing a database and introduce database modeling using the REA model.</td>
</tr>
<tr>
<td>5. Discuss the steps to implementing an REA model in a database.</td>
</tr>
<tr>
<td>6. Discuss the internal control implications of building accounting systems in a database.</td>
</tr>
<tr>
<td>B. Student Learning Outcomes. Students will be able to:</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>1. Explain the evolution of accounting information systems.</td>
</tr>
<tr>
<td>2. Use flowcharts and data flow diagrams to analyze, evaluate, and develop information systems.</td>
</tr>
<tr>
<td>3. Describe the relational database model as used in accounting and contrast it with the traditional accounting model.</td>
</tr>
<tr>
<td>4. Identify the issues involved in designing a database.</td>
</tr>
<tr>
<td>5. Model data using the REA model.</td>
</tr>
<tr>
<td>6. Implement an REA model of a specific transaction cycle in a relational database.</td>
</tr>
<tr>
<td>7. Evaluate one of the top ten technology issues facing the accounting profession as identified by the American Institute of Certified Public Accountants Top Ten Technology list.</td>
</tr>
</tbody>
</table>
1a. School or College  
CB CBPP

1b. Division  
ADBP Division of Business Programs

1c. Department  
ACCT

2. Course Prefix  
ACCT

3. Course Number  
A342

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3

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

6. Complete Course Title  
Managerial Cost Accounting

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

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

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

12. ☐ Cross Listed with

13. Cross Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Business Administration, Accounting</td>
<td>134</td>
<td>03/01/2012</td>
<td>Pat Fort</td>
</tr>
<tr>
<td>2. Bachelor of Business Administration, Global Logistics and Supply Chain Management</td>
<td>137,138</td>
<td>03/01/2012</td>
<td>Philip Price</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13b. Coordination Email  
Date: 04/06/2012

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

13c. Coordination with Library Liaison  
Date: 04/06/2012

14. General Education Requirement  
Mark appropriate box:

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

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

Examines the nature, objectives, and procedures of cost management as applied to product and service costing, decision-making, cost planning, and control systems.

16a. Course Prerequisite(s) (list prefix and number)  
ACCT A202 with minimum grade of C

16b. Test Score(s)  
N/A

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

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

16e. Registration Restriction(s) (non-codable)  
College of Businesss & 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  
Change course description. Update CCG.

Initiator (faculty only)  
DJ Kilpatrick  
Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic Board Chairperson  
Date

☐ Approved  
☐ Disapproved  
Provost or Designee  
Date
I. Date Initiated
   October 9, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Accounting
   Program: Bachelor of Business Administration, Accounting;
            Bachelor of Business Administration, Global Logistics and
            Supply Chain Management
   Course Title: Managerial Cost Accounting
   Course Number: ACCT A342
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Examines the nature, objectives, and procedures of cost
                      management as applied to product and service costing, decision-making, cost
                      planning, and control systems.
   Course Prerequisites: ACCT A202 with a minimum grade of C
   Registration Restrictions: College of Business & Public Policy majors must be
                            admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lecture
   B. Discussion
   C. Problem solving

IV. Course Level Justification
   The national standard for this course is a 300-level, and its prerequisite is a 200-level
   course.

V. Outline
   A. Cost Accounting Fundamentals
      1. The role of the cost accountant in the organization
      2. Cost terms and concepts
   B. Planning and Control
      1. Cost-volume-profit analysis
      2. Job-order costing
      3. Activity-based costing and activity-based management
4. Profit planning, budgeting, and responsibility accounting
5. Flexible budgets and variance analysis
6. Inventory costing and capacity analysis

C. Cost Information for Decision Making
   1. Relevant information for decision making
   2. Pricing decisions

D. Cost Allocation
   1. Joint products and byproducts
   2. Process costing

E. Investment Decisions and Management Control Systems
   1. Capital budgeting decisions
   2. Discounted and non-discounted cash flow models
   3. The effect of income taxes on capital budgeting decisions

VI. Suggested Text


VII. Bibliography

### VIII. Instructional Goals and Student Learning Outcomes

#### A. Instructional Goals

The instructor will:

1. Discuss the business environment and how accounting provides information that helps managers fulfill their responsibilities.

2. Explain how to assign costs to cost objects using appropriate methodologies.

3. Explain cost behavior and cost-volume-profit analysis.

4. Compare and contrast different costing systems used for planning, control, reporting, and decision-making purposes.

5. Explain the use of static budgets, flexible budgets, and variance analysis for planning and control.

6. Explain the development and use of relevant cost and revenue information for short-term and pricing decisions.

7. Discuss accounting methods used to accumulate and allocate costs.

8. Discuss and illustrate the use of both discounted and non-discounted cash flow models in capital budgeting, including the effect of taxes on capital budgeting decisions.

#### B. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the role of cost accounting in the business information system.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>2. Explain and calculate the assignment of costs to cost objects under various cost approaches.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>3. Define cost behavior for fixed, variable, and mixed costs, and apply cost-volume-profit analysis to different business problems.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>4. Describe and apply the concepts of multiple costing systems in a variety of business situations.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>5. Develop budgets and perform variance analysis for planning and control purposes.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>6. Describe and calculate relevant cost and revenue information for short-term and pricing decisions.</td>
<td>Exams, quizzes, and/or assignments</td>
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</tr>
<tr>
<td><strong>7.</strong> Explain proper accounting procedures for joint products and other types of cost allocations.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td><strong>8.</strong> Demonstrate knowledge of the capital budgeting process using both discounted and non-discounted cash flow models.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
</tbody>
</table>
course action request
university of alaska anchorage
proposal to initiate, add, change, or delete a course

1. School or College
   CB CBPP
2. Course Prefix
   ECON
3. Course Number
   A211
4. Previous Course Prefix & Number
   N/A
5a. Credits/CEUs
   3
5b. Contact Hours (Lecture + Lab)
   (3+0)
6. Complete Course Title
   The Economics of Fish
7. Type of Course
   • Academic
8. Type of Action:  □ Add or □ Change or □ Delete
9. Repeat Status
   □ No □ # of Repeats □ Max Credits
10. Grading Basis
    □ A-F □ P/NP □ NG
11. Implementation Date
    From: Spring/2013 To: /9999
12. □ Cross Listed with
    □ Stacked with
13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
    Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.
    1. Impacted Program/Course
    2. Catalog Page(s) Impacted
    3. Date of Coordination
    4. Chair/Coordinator Contacted
13b. Coordination Email
    Date: 04/20/2012
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)
13c. Coordination with Library Liaison
    Date: 04/20/2012
14. General Education Requirement
    Mark appropriate box:
    □ Oral Communication □ Written Communication □ Quantitative Skills □ Humanities
    □ Fine Arts □ Social Sciences □ Natural Sciences □ Integrative Capstone
15. Course Description (suggested length 20 to 50 words)
    Introduces key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry. Intended for people working in any part of the seafood industry or studying fisheries, aquaculture, or other seafood-related fields.
16a. Course Prerequisite(s) (list prefix and number)
    None
16b. Test Score(s)
    N/A
16c. Co-requisite(s) (concurrent enrollment required)
    N/A
16d. Other Restriction(s)
    □ College □ Major □ Class □ Level
    □ Registration Restriction(s) (non-codable)
    N/A
17. □ Mark if course has fees Standard CBPP computer lab fee
18. □ Mark if course is a selected topic course
19. Justification for Action
    The course is an important element in the ongoing University of Alaska Fisheries Seafood Maritime Initiative to expand offerings of the university relevant to the seafood industry. This course responds to broad interest in Alaska in fisheries and the seafood industry.
<table>
<thead>
<tr>
<th>Initiative (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gunnar Knapp</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated
   October 9, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Economics
   Program: Economics
   Course Title: The Economics of Fish
   Course Number: ECON A211
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
   0 lab hours
   6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours
   Grading Basis: A-F
   Course Description: Introduces key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry. Intended for people working in any part of the seafood industry or studying fisheries, aquaculture, or other seafood-related fields.
   Course Prerequisites: None
   Registration Restrictions: N/A
   Fees: Standard CBPP computer lab fee

III. Course Activities:
   A. Reading assignments
   B. Videos
   C. Exam study questions

IV. Course Level Justification
   This is intended as an introductory course without prerequisites. As such, a 200-level designation is appropriate.

V. Outline
   A. Fish Facts
      1. Overview of major fish species
      2. Global, U.S., and Alaska seafood production and consumption
      3. Seafood distribution and value chains
      4. Fisheries management and aquaculture regulation
   B. Fundamentals of Economics
C. Economics of Wild Fisheries
1. Bioeconomics
2. Objectives of fisheries management
3. Inherent challenge of fisheries management
4. Approaches to fisheries management and their economic implications

D. Economics of Aquaculture

E. Economics of Seafood Processing and Distribution
1. Economics of industries in the seafood value chain
2. Effects of fisheries management and aquaculture regulation on the seafood value chain

F. Seafood Markets and Prices

G. Seafood Marketing

H. Economic Impacts of the Seafood Industry

VI. Suggested Text
Gunnar Knapp, *The Economics of Fish* (Publication anticipated Summer 2013)

VII. Bibliography


*Classics
VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

   1. Introduce key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry through assignments of readings, videos, and other course materials.

   2. Explain the application of economics to current fisheries and aquaculture policy issues.

   3. Give students experience in collecting primary information about the seafood industry, including prices and consumer preferences through research assignments.

   4. Encourage students to formulate and to discuss their own opinions on major current policy issues by posting these in a class discussion forum.

   5. Promote sharing of information by students with each other derived from their collective knowledge of and experience in the seafood industry.

   6. Give students a basic background understanding of the world, U.S., and Alaska seafood industries.

B. Student Learning Outcomes. Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply basic principles of economics to explain and to analyze key economic questions related to fisheries, aquaculture, and other parts of the seafood industry.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>2. Explain regional differences in and changes over time in the seafood industry.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>3. Project how different factors will affect fish prices and how prices are likely to change in the future.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>4. Formulate and defend opinions on current economic policy issues facing the seafood industry.</td>
<td>Exams, homework, and online course discussions</td>
</tr>
<tr>
<td>5. Collect and work with economic data.</td>
<td>Research assignments</td>
</tr>
</tbody>
</table>
1a. School or College  
CH College of Health

1b. Division  
ADSN Division of Nursing

1c. Department  
Nurs

2. Complete Program Title/Prefix  
Associate of Applied Science in Nursing

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

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

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

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

6a. Coordination with Affected Units  
Department, School, or College: COH  
Initiator Name (typed): Kathleen Stephenson  
Initiator Signed Initials: ________

6b. Coordination Email submitted to Faculty Listserv (uuaa-faculty@lists.ualaska.edu)  
Date: 3/20/12

6c. Coordination with Library Liaison  
Date: 3/20/12

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

8. Justification for Action  
Updates catalog information by providing program outcomes, current School of Nursing address and current preadmission assessment test.

Kathleen Stephenson  
Initiator (TYPE NAME)

Initiator (faculty only)  
Date

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

☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic  
Date

☐ Approved  
☐ Disapproved  
Board Chairperson

☐ Approved  
☐ Disapproved  
Provost or Designee

Pages: 1

10

ix
The mission of the Nursing program is to educate students for productive citizenship, personal growth, and professional nursing practice. The department offers potential students interested in becoming qualified to practice as a registered nurse two options: the Associate of Applied Science degree in Nursing and the Bachelor of Science degree in Nursing Science. The programs are designed to reflect Alaska’s needs and health care delivery systems, although graduates are prepared for beginning practice positions in other geographic areas as well. An AAS Direct Articulation program is available for individuals who already hold the LPN license in Alaska. A baccalaureate completion program is available for individuals who already hold the RN license in Alaska. The nursing programs are approved by the Alaska Board of Nursing and accredited by the National League for Nursing Accreditation Commission (61 Broadway, New York, NY 10006; (212) 363-5555, ext 153). Graduates of the programs are eligible to write the National Council Licensing Examination (NCLEX) for licensure as a Registered Professional Nurse in Alaska and other nursing jurisdictions. The baccalaureate program also provides students with the academic base for graduate study in nursing.

Information sessions are available to interested students. Times and locations are recorded on (907) 786-4560.

**Undergraduate Certificate, Practical Nursing**

*Admission to the Practical Nursing Certificate program has been suspended. Please contact the department for information.*

**Associate of Applied Science, Nursing**

Graduates of the Associate of Applied Science, Nursing program are prepared to use the nursing process to provide effective nursing services to individuals receiving care in inpatient settings and in structured outpatient settings. The academic program provides students with a closely related mix of theory and clinical practice; students gain experience in hospitals, nursing homes, clinics, and community agencies.

**Student Learning Outcomes for Associate of Applied Science, Nursing Program**

Students graduating with an Associate of Applied Science in Nursing will be able to:

- Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community based settings.
- Effectively communicate verbally, in writing, and electronically with health team members, patients, and their families.
- Plan, implement, and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal, and professional standards.
- Coordinate care of small groups of patients in collaboration with other members of the health care team.
- Develop a plan for lifelong learning and continuing professional development.

**Admission Requirements**

Students may complete the Associate of Applied Science, Nursing program in two academic years (four semesters); admission to the clinical sequence is determined by a ranking process, admission is selective, and admission requirements must be completed prior to February 1 (see items 1-6 below). Students are encouraged to submit an application to the university by August to ensure complete processing of application and transcript evaluation by February 1. Students are encouraged to complete corequisite courses while waiting for admission to the clinical sequence.

In order to have a student file ranked for possible admission to the nursing sequence, the following items must be completed no later than February 1:
1. UAA Certificate of Admission from the Office of Admissions, including transcripts from both high school/GED and college, with transcript evaluations (if any). Documentation from transcripts must show successful completion of the following courses with grades of C or above: algebra, biology with laboratory, and chemistry with laboratory. Courses may have been taken at the high school or college level. Equivalent college-level courses in lieu of high school are: MATH A055, BIOL A102 and BIOL A103, CHEM A055.

2. Student attends an advising session with the coordinator of student affairs, School of Nursing. Call (907) 786-4560 for a recorded message.

3. School of Nursing Application and Confidential Required Information Form sent to the coordinator of student affairs, School of Nursing.

4. Three letters of reference sent to the coordinator of student affairs, School of Nursing.

5. Upon completion of items 1-4, student has an interview with a member of the AAS Admissions Committee.

6. Take the National League for Nursing Pre-admission Exam (PAX-RN) through Advising and Testing. Call (907) 786-4500 for specific dates and to sign up.

7. Upon completion of items 1-6, student’s file is ranked based on a point system.

Please contact the department for further details. Students are contacted in March with the results.

Once admitted to associate’s degree clinical nursing courses, students are required to provide the following before beginning clinical coursework:

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

2. Current Health Provider Certification in Cardiopulmonary Resuscitation for infants, children, and adults. First year students will have until the third week of the semester to complete this certification which then must be kept current until graduation.

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

4. Results of a national-level criminal background check.

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

**Academic Progress**

In order to progress within the Associate of Applied Science, Nursing program, students must earn a satisfactory grade (C or higher or P) in all nursing courses. Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space-available basis. Students enrolled in one course must be concurrently enrolled in all courses with that common number (NURS A120 and NURS A120L; NURS A125 and NURS A125L; NURS A220 and NURS A220L; NURS A222 and NURS A222L; NURS A225 and NURS A225L; NURS A250 and NURS A250L).

The four-semester clinical course sequence, which begins with NURS A120/120L must be completed within four years.
**General University Requirements**

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

2. Complete the Associate of Applied Science General Degree Requirements (15 credits) located at the beginning of this chapter. At least 3 of the 6 credits of general requirements must be a social science course.

**Major Requirements**

1. Complete the following required courses:

   - **BIOL A111** Human Anatomy and Physiology I  
   - **BIOL A112** Human Anatomy and Physiology II  
   - **BIOL A240** Introductory Microbiology for Health Sciences  
   - **DN A203** Nutrition for Health Sciences  
   - **NURS A120** Nursing Fundamentals  
   - **NURS A120L** Nursing Fundamentals Lab  
   - **NURS A125** Adult Nursing I  
   - **NURS A125L** Adult Nursing I Lab  
   - **NURS A180** Basic Nursing Pharmacology  
   - **NURS A220** Perinatal Nursing  
   - **NURS A220L** Perinatal Nursing Lab  
   - **NURS A221** Advanced Parenteral Therapy Lab  
   - **NURS A222** Pediatric Nursing  
   - **NURS A222L** Pediatric Nursing Lab  
   - **NURS A225** Adult Nursing II  
   - **NURS A225L** Adult Nursing II Lab  
   - **NURS A250** Psychiatric Nursing  
   - **NURS A250L** Psychiatric Nursing Lab  
   - **NURS A255** Staff Nurse: Legal, Ethical, and Organizational Issues  
   - **PSY A150** Lifespan Development

2. A total of 70 credits is required for the degree.

**Associate of Applied Science, Nursing Licensed Practical Nurse Option**

Licensed practical nurses may complete the AAS Nursing program in three semesters. Admission to the clinical sequence is selective and determined by a ranking process. Students are encouraged to complete corequisite courses while waiting to qualify for admission to the clinical sequence.

**Admission Requirements**

Student files entered into the admission ranking process must include documentation of the following by February 1:

1. UAA Certificate of Admission from the Office of Admissions, including high school transcripts or GED certificate and transcripts of all college work, together with UAA transcript evaluations (if needed). Transcripts must provide evidence of completion of the following courses at the high school or college level with grades of C or higher: algebra, biology with laboratory, and chemistry with laboratory. Students may use courses equivalent to the following UAA courses in lieu of work at the high school level: MATH A055, BIOL A102 and BIOL A103 and CHEM A055.

2. Successful completion of or concurrent enrollment in the following college courses or their equivalents:

   - **BIOL A111** Anatomy and Physiology I  
   - **ENGL A111** Methods of Written Communication
PSY A150  Lifespan Development

3. Current active Alaska LPN license.

4. Completed School of Nursing Application and Confidential Information Form sent to the coordinator of student affairs, School of Nursing.

5. Three letters of references mailed directly to the coordinator of student affairs, School of Nursing.

6. Interview with a member of the AAS Admissions Committee (scheduled after items 1-5 above are completed).

When items 1-6 are complete, the student’s file will be entered into the ranking process; further details about the ranking process may be obtained directly from the AAS Nursing program. Students are notified of the results of the ranking process by March 30. Once admitted to the associate’s degree clinical courses, students are required to provide documentation of health, CPR, and liability insurance before actually beginning clinical coursework.

Requirements marked with an asterisk (*) are considered valid only if the expiration date does not occur prior to the end of the semester:

1. Evidence of:

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

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

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

5. Results of a national‐level criminal background check.

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

**General University Requirements**

1. Complete the General University Requirements for Associate Degrees.

2. Complete the Associate of Applied Science General Degree Requirements (15 credits). At least 3 of the 6 credits of general requirements must be earned in a social science course.

**Major Requirements**

Within the LPN Option, licensed practical nurse students returning to school to complete the AAS degree in nursing will be in the LPN Direct Articulation track.

**LPN Direct Articulation Track**

Licensed practical nurse students with a current unencumbered Alaska LPN license are eligible for the LPN Direct Articulation track. This track enables the LPN to enter NURS A125/A125L of the AAS nursing program. Upon successful completion of NURS A125 with a C or higher grade, and NURS A125L with a “pass,” the student would be granted UAA course credits for NURS A120
and NURS A120L, for a total of 7 credits. To receive credit, the student must complete the appropriate form and pay an administrative fee per UAA policy.

Note: Any direct articulation LPN student not passing NURS A125/A125L would not receive credit for NURS A120/A120L, and would need to take these courses to continue toward the AAS degree in Nursing.

1. Complete the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A240</td>
<td>Introductory Microbiology for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>NURS A180</td>
<td>Basic Nursing Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS A220</td>
<td>Perinatal Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS A220L</td>
<td>Perinatal Nursing Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS A221</td>
<td>Advanced Parenteral Therapy Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS A222</td>
<td>Pediatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS A222L</td>
<td>Pediatric Nursing Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS A225</td>
<td>Adult Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NURS A225L</td>
<td>Adult Nursing II Lab</td>
<td>3</td>
</tr>
<tr>
<td>NURS A250</td>
<td>Psychiatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS A250L</td>
<td>Psychiatric Nursing Lab</td>
<td>1</td>
</tr>
<tr>
<td>NURS A255</td>
<td>Staff Nurse: Legal, Ethical, and Organizational Issues</td>
<td>1</td>
</tr>
<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Complete electives to total 70 credits.

3. A total of 70 credits is required for the degree.
SCHOOL OF NURSING

Professional Studies Building (PSB), Health Science Building Room (HSB) Room 1014, (907) 786-4550
http://nursing.uaa.alaska.edu

The mission of the Nursing program is to educate students for productive citizenship, personal growth, and professional nursing practice. The department offers potential students interested in becoming qualified to practice as a registered nurse two options: the Associate of Applied Science degree in Nursing and the Bachelor of Science degree in Nursing Science. The programs are designed to reflect Alaska’s needs and health care delivery systems, although graduates are prepared for beginning practice positions in other geographic areas as well. An AAS Direct Articulation program is available for individuals who already hold the LPN license in Alaska. A baccalaureate completion program is available for individuals who already hold the RN license in Alaska. The nursing programs are approved by the Alaska Board of Nursing and accredited by the National League for Nursing Accreditation Commission (61 Broadway, New York, NY 10006; (212) 363-5555, ext 135). Graduates of the programs are eligible to write the National Council Licensure Examination (NCLEX) for licensure as a Registered Professional Nurse in Alaska and other nursing jurisdictions. The baccalaureate program also provides students with the academic base for graduate study in nursing.

Information sessions are available to interested students. Times and locations are recorded on (907) 786-4560.

Undergraduate Certificate, Practical Nursing

Admission to the Practical Nursing Certificate program has been suspended. Please contact the department for information.

Associate of Applied Science, Nursing

Graduates of the Associate of Applied Science, Nursing program are prepared to use the nursing process to provide effective nursing services to individuals receiving care in inpatient settings and in structured outpatient settings. The academic program provides students with a closely related mix of theory and clinical practice; students gain experience in hospitals, nursing homes, clinics, and community agencies.

Student Learning Outcomes for Associate of Applied Science, Nursing Program

Students graduating with an Associate of Applied Science in Nursing will be able to:

- Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community based settings.
- Effectively communicate verbally, in writing, and electronically with health team members, patients, and their families.
- Plan, implement, and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal, and professional standards.
- Coordinate care of small groups of patients in collaboration with other members of the health care team.
- Develop a plan for lifelong learning and continuing professional development.

Admission Requirements

Students may complete the Associate of Applied Science, Nursing program in two academic years (four semesters); admission to the clinical sequence is determined by a ranking process, admission is selective, and admission requirements must be completed prior to February 1 (see items 1-6 below). Students are encouraged to submit an application to the university by August to ensure complete processing of application and transcript evaluation by February 1. Students are encouraged to complete corequisite courses while waiting for admission to the clinical sequence.

In order to have a student file ranked for possible admission to the nursing sequence, the following items must be completed no later than February 1:
1. UAA Certificate of Admission from the Office of Admissions, including transcripts from both high school/GED and college, with transcript evaluations (if any). Documentation from transcripts must show successful completion of the following courses with grades of C or above: algebra, biology with laboratory, and chemistry with laboratory. Courses may have been taken at the high school or college level. Equivalent college-level courses in lieu of high school are: MATH A055, BIOL A102 and BIOL A103, CHEM A055.

2. Student attends an advising session with the coordinator of student affairs, School of Nursing. Call (907) 786-4560 for a recorded message.

3. School of Nursing Application and Confidential Required Information Form sent to the coordinator of student affairs, School of Nursing.

4. Three letters of reference sent to the coordinator of student affairs, School of Nursing.

5. Upon completion of items 1-4, student has an interview with a member of the AAS Admissions Committee.

6. Take the National League for Nursing Pre-admission Exam (NLN-PAX-RN) through Advising and Testing. Call (907) 786-4500 for specific dates and to sign up.

7. Upon completion of items 1-6, student's file is ranked based on a point system. Please contact the department for further details. Students are contacted in March with the results.

Once admitted to associate degree clinical nursing courses, students are required to provide the following before beginning clinical coursework:

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

2. Current Health Provider Certification in Cardiopulmonary Resuscitation for infants, children, and adults. First year students will have until the third week of the semester to complete this certification which then must be kept current until graduation.

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

4. Results of a national-level criminal background check.

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

**Academic Progress**

In order to progress within the Associate of Applied Science, Nursing program, students must earn a satisfactory grade (C or higher or P) in all nursing courses. Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space-available basis. Students enrolled in one course must be concurrently enrolled in all courses with that common number (NURS A120 and NURS A120L; NURS A125 and NURS A125L; NURS A220 and NURS A220L; NURS A222 and NURS A222L; NURS A225 and NURS A225L; NURS A250 and NURS A250L).

The four-semester clinical course sequence, which begins with NURS A120/120L must be completed within four years.
General University Requirements

1. Complete the General University Requirements for Associate Degrees located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Degree Requirements (15 credits) located at the beginning of this chapter.
   At least 3 of the 6 credits of general requirements must be a social science course.

Major Requirements

1. Complete the following required courses:
   - BIOL A111 Human Anatomy and Physiology I 4
   - BIOL A112 Human Anatomy and Physiology II 4
   - BIOL A240 Introductory Microbiology for Health Sciences 4
   - DN A203 Nutrition for Health Sciences 3
   - NURS A120 Nursing Fundamentals 3
   - NURS A120L Nursing Fundamentals Lab 4
   - NURS A125 Adult Nursing I 3
   - NURS A125L Adult Nursing I Lab 4
   - NURS A180 Basic Nursing Pharmacology 3
   - NURS A220 Perinatal Nursing 3
   - NURS A220L Perinatal Nursing Lab 1
   - NURS A221 Advanced Parenteral Therapy Lab 1
   - NURS A222 Pediatric Nursing 3
   - NURS A222L Pediatric Nursing Lab 1
   - NURS A225 Adult Nursing II 3
   - NURS A225L Adult Nursing II Lab 3
   - NURS A250 Psychiatric Nursing 3
   - NURS A250L Psychiatric Nursing Lab 1
   - NURS A255 Staff Nurse: Legal, Ethical, and Organizational Issues 1
   - PSY A150 Lifespan Development 3

2. A total of 70 credits is required for the degree.

Associate of Applied Science, Nursing Licensed Practical Nurse Option

Licensed practical nurses may complete the AAS Nursing program in three semesters. Admission to the clinical sequence is selective and determined by a ranking process. Students are encouraged to complete corequisite courses while waiting to qualify for admission to the clinical sequence.

Admission Requirements

Student files entered into the admission ranking process must include documentation of the following by February 1:

1. UAA Certificate of Admission from the Office of Admissions, including high school transcripts or GED certificate and transcripts of all college work, together with UAA transcript evaluations (if needed). Transcripts must provide evidence of completion of the following courses at the high school or college level with grades of C or higher: algebra, biology with laboratory, and chemistry with laboratory. Students may use courses equivalent to the following UAA courses in lieu of work at the high school level: MATH A055, BIOL A102 and BIOL A103 and CHEM A055.

2. Successful completion of or concurrent enrollment in the following college courses or their equivalents:
   - BIOL A111 Anatomy and Physiology I
   - ENGL A111 Methods of Written Communication
PSY A150  Lifespan Development

3. Current active Alaska LPN license.

4. Completed School of Nursing Application and Confidential Information Form sent to the coordinator of student affairs, School of Nursing.

5. Three letters of references mailed directly to the coordinator of student affairs, School of Nursing.

6. Interview with a member of the AAS Admissions Committee (scheduled after items 1-5 above are completed).

When items 1-6 are complete, the student’s file will be entered into the ranking process; further details about the ranking process may be obtained directly from the AAS Nursing program. Students are notified of the results of the ranking process by March 30. Once admitted to the associate’s degree clinical courses, students are required to provide documentation of health, CPR, and liability insurance before actually beginning clinical coursework.

Requirements marked with an asterisk (*) are considered valid only if the expiration date does not occur prior to the end of the semester:

1. Evidence of:

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

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

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

5. Results of a national-level criminal background check.

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

**General University Requirements**

1. Complete the General University Requirements for Associate Degrees.

2. Complete the Associate of Applied Science General Degree Requirements (15 credits). At least 3 of the 6 credits of general requirements must be earned in a social science course.

**Major Requirements**

Within the LPN Option, licensed practical nurse students returning to school to complete the AAS degree in nursing will be in the LPN Direct Articulation track.

**LPN Direct Articulation Track**

Licensed practical nurse students with a current unencumbered Alaska LPN license are eligible for the LPN Direct Articulation track. This track enables the LPN to enter NURS A125/A125L of the AAS nursing program. Upon successful completion of NURS A125 with a C or higher grade, and NURS A125L with a “pass,” the student would be granted UAA course credits for NURS A120
and NURS A120L, for a total of 7 credits. To receive credit, the student must complete the appropriate form and pay an administrative fee per UAA policy.

Note: Any direct articulation LPN student not passing NURS A125/A125L would not receive credit for NURS A120/A120L, and would need to take these courses to continue toward the AAS degree in Nursing.

1. Complete the following required courses:
   - BIOL A111 Human Anatomy & Physiology I 4
   - BIOL A112 Human Anatomy & Physiology II 4
   - BIOL A240 Introductory Microbiology for Health Sciences 4
   - DN A203 Nutrition for Health Sciences 3
   - NURS A180 Basic Nursing Pharmacology 3
   - NURS A220 Perinatal Nursing 3
   - NURS A220L Perinatal Nursing Lab 1
   - NURS A221 Advanced Parenteral Therapy Lab 1
   - NURS A222 Pediatric Nursing 3
   - NURS A222L Pediatric Nursing Lab 1
   - NURS A225 Adult Nursing II 3
   - NURS A225L Adult Nursing II Lab 3
   - NURS A250 Psychiatric Nursing 3
   - NURS A250L Psychiatric Nursing Lab 1
   - NURS A255 Staff Nurse: Legal, Ethical, and Organizational Issues 1
   - PSY A150 Lifespan Development 3

2. Complete electives to total 70 credits. 6

3. A total of 70 credits is required for the degree.
1a. School or College  
AS CAS

1b. Division  
ASSC Division of Social Science

1c. Department  
SOC

2. Course Prefix  
SOC

3. Course Number  
A377

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3

5b. Contact Hours  
(3+0)

6. Complete Course Title  
Sociology of Gender

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

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

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

10. Grading Basis  
☒ A-F ☐ P/NP ☐ NG

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Women's Studies</td>
<td>132</td>
<td>4/10/2012</td>
<td>Kimberly Pace</td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Nelta Edwards  
Initiator Signed Initials: _____ Date: ____________

13b. Coordination Email  
Date: 4/9/12

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

13c. Coordination with Library Liaison  
Date: 4/9/12

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

15. Course Description (suggested length 20 to 50 words)  
Examines gender as a system of beliefs and practices that create difference between females and males. Analyzes how that difference is created and maintained via social institutions and critiques the outcomes of these arrangements.

16a. Course Prerequisite(s) (list prefix and number)  
SOC A101

16b. Test Score(s)  
N/A

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

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

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

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

19. Justification for Action  
Routine update of course content guide, course description, and course title to better reflect the study of the sociology of gender.

Initiator (faculty only)  
Nelta Edwards  
Initiator (TYPE NAME)

☒ Approved ☐ Disapproved

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Board Chairperson  
Date

Provost or Designee  
Date

Approved  
Disapproved
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
April 2012

School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC A377
Number of Credits: 3
Course Title: Sociology of Gender
Grading Basis: A-F

Course Description: Examines gender as a system of beliefs and practices that create difference between females and males. Analyzes how that difference is created and maintained via social institutions and critiques the outcomes of these arrangements.

Prerequisites(s): SOC A101 with a minimum grade of C.

Fees: None

Course Level Justification: This is an upper-level course that requires familiarity with the fundamental concepts, methods, and vocabulary of sociology

Instructional Goals

<table>
<thead>
<tr>
<th>The instructor will:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the sociological research contributions to the study of gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>2. Review the issues and concerns related to social justice and gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>3. Illustrate the relationship between gender and socialization.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>4. Present theories prominent in the sociology of gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>5. Identify the various social constructions of gender.</td>
<td>Exams and assignments</td>
</tr>
</tbody>
</table>

Student Outcomes

<table>
<thead>
<tr>
<th>The student will:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the sociological imagination to gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>2. Classify the empirical patterns of gender inequality.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>3. Identify the cultural and structural aspects of gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>4. Formulate a sociological research question about gender.</td>
<td>Paper</td>
</tr>
<tr>
<td>5. Synthesize the various sociological theories about gender.</td>
<td>Exams and assignments</td>
</tr>
</tbody>
</table>
Guidelines for Evaluation

Students are evaluated on the basis of assignments, exams, and a paper.

Topical Course Outline

1. Introduction
2. Gender Socialization
3. Bodies—the materiality of gender
4. Intersections of race and class
5. Sexualities
6. Violence
7. Families
8. Education
9. Work
10. Health and Illness
11. Media
12. Politics

Texts


Bibliography


**Suggested Periodicals**

*American Journal of Sociology*
*American Sociological Review*
*Contexts*
*Gender and Society*
*Journal of Social Issues*
*Men and Masculinities*
*Sociological Perspectives*
*Social Problems*

**Internet Sources**

Institute for Women's Policy Research  
[http://www.iwpr.org](http://www.iwpr.org)
# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>Sociology</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>SOC</td>
<td>A380</td>
<td>NA</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology of Globalization</td>
</tr>
</tbody>
</table>

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

**7. Type of Course**

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

**8. Type of Action:**

- [ ] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
  - [ ] Class Level
  - [ ] College Major
  - [ ] Other (please specify)

<table>
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<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
</table>
| [ ] A-F
| [ ] P/NP
| [ ] NG |

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/Year</td>
</tr>
<tr>
<td>From: Spring/2013</td>
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<tr>
<th>12. Cross Listed with</th>
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<tbody>
<tr>
<td>[ ] Stacked with</td>
</tr>
</tbody>
</table>

Cross-Listed Coordination Signature

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

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<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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Initiator Name (typed): Zeynep Kilic

Initiator Signed Initials: __________ Date: __________

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<th>13b. Coordination Email</th>
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<tbody>
<tr>
<td>Date: 4/9/12</td>
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<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<th>13c. Coordination with Library Liaison</th>
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<tr>
<td>Date: 3/19/2012</td>
</tr>
<tr>
<td>Ralph Courtney</td>
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<table>
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<th>14. General Education Requirement</th>
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<td>Mark appropriate box:</td>
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<td>[ ] Oral Communication</td>
</tr>
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<td>[ ] Written Communication</td>
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<tr>
<td>[ ] Quantitative Skills</td>
</tr>
<tr>
<td>[ ] Humanities \</td>
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<tr>
<td>[ ] Fine Arts</td>
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<tr>
<td>[ ] Social Sciences</td>
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<td>[ ] Natural Sciences</td>
</tr>
<tr>
<td>[ ] Integrative Capstone</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization refers to a variety of political, economic, cultural, and social changes which transform the world through increasingly interconnected flows of information, capital, goods, services, labor and culture in dense global networks. This course covers the processes and consequences of globalization through an interdisciplinary framework.</td>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
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<tbody>
<tr>
<td>[SOC A101 or ANTH A101 or ANTH A202 or INTL A101], with a minimum grade of C</td>
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<td>[ ] College</td>
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<td>[ ] Class Level</td>
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<th>16e. Registration Restriction(s) (non-codable)</th>
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<thead>
<tr>
<th>17. Mark if course has fees</th>
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<table>
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<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>New course developed in response to changes within the discipline and departmental curriculum</td>
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<thead>
<tr>
<th>Role</th>
<th>Approval/Disapproval</th>
<th>Date</th>
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<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zeynep Kilic</td>
<td></td>
<td></td>
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<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
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</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
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</tr>
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</table>
Course Content Guide

Sociology of Globalization

SOC A380

Date: April 10, 2012

College: College of Arts and Sciences

Course Number: SOC A380

Number of Credits: 3

Contact Hours: 3 + 0

Course Program Title: Sociology of Globalization

Grading Basis: A - F

Course Description:
Globalization refers to a variety of political, economic, cultural, and social changes which transform the world through increasingly interconnected flows of information, capital, goods, services, labor and culture in dense global networks. This course covers the processes and consequences of globalization through an interdisciplinary framework.

Course Prerequisites/Test Scores/Corequisite(s)/Other Restriction(s)/Registration Restriction(s): [SOC A101 (Introduction to Sociology) or ANTH A101 (Introduction to Anthropology) or ANTH A202 (Cultural Anthropology) or INTL A101 (Local Places/Global Regions)], with a minimum grade of C.

Status of Course: Sociology major/minor elective

1. Instructional Goals and Student Learning Outcomes:
   
a. Instructors will

   1. Examine the globalization debate (is globalization a new phenomena or continuation of old processes?)
   2. Examine and compare economic, cultural, social and political aspects of globalization and effect on human society
   3. Examine the roles of intergovernmental organizations, nation-state, regional, local and individual involvement in the process of globalization and transnational linkages.
   4. Critically evaluate the relationship between the Global North and the South through a holistic and interdisciplinary approach (i.e.
micro and macro processes, economic and cultural developments, migration and movement, identity, social movements and change as well as tourism, arts and entertainment industries)

5. Develop student communication skills, both written and oral applicable to the study of globalization.

6. Develop student analytical skills relevant to the process and methods of social sciences, particularly interdisciplinary approaches.

b. Student will be able to

1. Discuss the history of globalization as well as contemporary state of affairs regarding global and transnational developments in an interdisciplinary fashion

2. Compare the Global North & the South in macro and micro processes (institutional structures vs. individual and identity issues).

3. Analyze and demonstrate a general knowledge of various aspects of globalization, ranging from economy and politics to culture and the environment.

4. Analyze contemporary global issues from a critical sociological and social science perspective

5. Demonstrate analytical as well as written and oral skills.

2. Guidelines for Evaluation:

Student evaluation is based on regular course attendance, participation in and facilitation of class discussion and debate, analytical essays, assigned readings, and an assessment of the student knowledge of the basic theories, specific content of globalization and transnational networks through quizzes and presentations. Letter grades correspond to current University grading criteria.

3. Course Level Justification:

This course is a new offering though it has been taught as a special topics course during Fall 2011. It is offered at the 300-level, which is appropriate to the challenges of its subject matter and to the challenges posed by level of content introduced by the text and supplementary materials. Because the literature is multidisciplinary and potential students include non-sociology majors, such as International Studies, it is appropriate to offer it as a 300 level course. Because of the requirements in the course, the prerequisites ensure that students taking the course will have basic competence in sociological theory or social science in general.
4. **Topical Course Outline:**

- Introduction (What is globalization?)
- Global economy: capitalism, global trade
- Political globalization: transnational politics, the state, global governance
- Global culture: media, identities and cultural shifts
- Glocalization: the city, the local
- Global actors: states, NGOs/INGOs, activists, individuals
- Global movements: im/migration, transnational family
- Global inequalities: race, ethnicity, gender and class
- Globalization of social movements: transnational social movements, activism on a global scale
- Globalization of food and the environment
- Globalization of creativity: the arts, music, fashion

5. **Suggested Texts:**


6. **Bibliography**


**Consortium Library Reference Material:**


*Cultures and Globalization* series from Sage Publications:
*Cultural Expression, Creativity and Innovation* by Anheier, Isar & Waterman, Christopher (2010).
*Heritage, Memory and Identity* by Anheier & Isar (2011).

**Suggested Periodicals:**
In addition to general sociology and social science journals that cover issues of global importance (such as *International Journal of Comparative Sociology, American Sociological Review, Current Sociology, Cultural Sociology, Critical Sociology, International Migration Review, Journal of Ethnic and Migration Studies, Journal of Immigrant & Refugee Studies, Journal of Intercultural Studies, Ethnic and Racial Studies, Ethnicity & Health, Identities*), journals listed below topically address global issues:

*Alternatives: global, local, political* (Sage)


*Globalisation, societies and education* (Taylor & Francis).

Globalization & Health (London School of Economics). http://www.globalizationandhealth.com/ (open-access)

Journal of Critical Globalisation Studies (JCGS) (Global Studies Association) http://www.criticalglobalisation.com/ (open-access)

Journal of globalization for the common good (Center for Global Studies, Purdue University). http://lass.calumet.purdue.edu/cca/jgcg/ (open-access)

Journal of World-Systems Research

Internet Resources:
Amnesty International: http://www.amnesty.org/
European Council on Refugees and Exiles: http://www.ecre.org/
Global Policy Forum: http://www.globalpolicy.org/
Human Rights Watch: http://www.hrw.org/
OneWorld: http://us.oneworld.net/about
TradeWatch (Public Citizen): http://www.citizen.org/trade/
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
AS CAS

1b. Division
ASSC Division of Social Science

1c. Department
SOC

2. Course Prefix
SOC

3. Course Number
A488

4. Previous Course Prefix & Number

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Capstone Seminar

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

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

If a change, mark appropriate boxes:
☐ Prefix
☐ Credits
☐ Course Number
☐ Title
☐ Grading Basis
☐ Repeat Status
☐ Grade
☐ Course Description
☒ Course Prerequisites
☐ Text Score Prerequisites
☐ Co-requisites
☐ Other Restrictions
☐ Registration Restrictions
☐ Class
☐ Level
☐ College
☐ Major
☒ Other update CCG (please specify)

9. Repeat Status No

# of Repeats
Max Credits

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

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

12. Cross Listed with

☒ Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>Sociology BA, BS</td>
<td>90, 131, 496 (12-13 Cat.)</td>
<td>4/19/12</td>
<td>J. Riley</td>
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<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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Initiator Name (typed): K. Pfeiffer
Initiator Signed Initials: __________
Date: __________

13b. Coordination Email
Date: 8/31/12
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 8/31/12

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

15. Course Description (suggested length 20 to 50 words)
Overview of the discipline emphasizing synthesis of theory and research, critical reflection and evaluation, and recent developments in sociology with social action. Particular emphasis will be given to the integration of sociology with other social sciences.

16a. Course Prerequisite(s) (list prefix and number)
(SOC A361 and SOC A402) with minimum grades of C.

16b. Test Score(s)

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

16d. Registration Restriction(s) (non-codable)
Completion of all GER Tier 1 (basic college level skills) courses and senior standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
To modify minimum grades for prerequisite courses and update CCG.

Initiator (faculty only)
K. Pfeiffer
Initiator (TYPE NAME)

Approved
Disapproved
Date
Dean/Director of School/College
Date

Approved
Disapproved
Date
Undergraduate/Graduate Academic
Board Chairperson
Date

Approved
Disapproved
Date
Provost or Designee
Date
I. Date of Initiation: Spring 2013

II. Course Information
Course Subject/Number: SOC A488
Credits and Contact Hours: 3.0 Credits, 3+0 Contact Hours
Course Title: Capstone Seminar
Grading Basis: A – F
Course Description: Overview of the discipline emphasizing synthesis of theory and research, critical reflection and evaluation, and recent developments in sociology with social action. Particular emphasis will be given to the integration of sociology with other social sciences.
Prerequisites: (SOC A361 and SOC A402) with minimum grades of C.
Co-requisites: None
Other Restrictions: Completion of all GER Tier 1 (basic college-level skills) courses and senior standing

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals:
1. Present overarching issues with which sociologists have struggled and how these questions have been framed regarding the nature of social life, about what holds society together and what tears it apart, about order and conflict, stability and change.
2. Stimulate synthesis and evaluation of credible answers to sociological questions including competing explanations from within sociology, as well as from other disciplines such as psychology.
3. Stimulate evaluative explanation through empirical testing within the context of the fundamental questions of sociology and other ways of knowing.
4. Facilitate connections among disparate areas in sociology: bridges among sociological specialties, theoretical emphases, and practical experience, as well as interdisciplinary topics in psychology and other social sciences.
B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate sociological knowledge through the discussion of disciplinary foundations in philosophy, history, economics, and psychology and how this knowledge may apply to immediate experience.</td>
<td>1. ETS Sociology Major Field Exam (majors only). Individualized learning contracts and personalized short and long term goals</td>
</tr>
<tr>
<td>2. Demonstrate critical analysis skills with regard to social science research, social policy, and world events.</td>
<td>2. Papers, writing assignments, graded group discussions.</td>
</tr>
<tr>
<td>3. Demonstrate job related skills, including quantitative and qualitative research skills.</td>
<td>3. Resumes, student portfolios, community based service-learning projects, research projects and presentations.</td>
</tr>
</tbody>
</table>

IV. Guidelines for Evaluation
Letter Grades (A-F) will be calculated based upon performance in activities such as writing assignments, graded class discussions, the ETS Major Field Exam, student portfolios, community service-learning activities, research projects, and other activities as outlined in the course syllabus.

V. Course Level Justification
This course requires both 300 and 400 level prerequisites (SOC A361 - Research Methods and SOC A402 - Theories of Sociology.)

VI. Capstone Justification
A major goal of this course is the integration of Tier I and Tier II GER courses, with regard to knowledge integration, effective communication, critical thinking, information literacy, and quantitative perspectives.

- **Knowledge Integration**: This is an overall goal of the course. Sociology’s relationship to other social sciences is considered in the broader context of human history and knowledge.
- **Effective Communication**: Course activities focus specifically on effective communication through written assignments, small group discussions and presentations.
- **Critical Thinking**: Another key goal of the course, with particular emphasis on the process of empirical social criticism and the role of ideologies in the shaping of public opinion.
- **Information Literacy**: Students are expected to achieve and demonstrate a full range of computer, library and Internet skills for acquiring information.
- **Quantitative Perspectives**: Since Sociology considers itself an empirical discipline, students are expected to demonstrate quantitative research skills appropriate to graduating social science majors. Research projects, community-based service learning projects, and ETS testing should reflect these skills.
VII. Topical Course Outline

A. Sociological Paradigms
   a. Functionalism
   b. Conflict Theory
   c. Symbolic Interactionism
   d. Foundations of Contemporary Theory

B. Other Models of Human Behavior
   a. Economic Models of Human Behavior
   b. Psychological Models of Human Behavior
   c. Biological Models of Human Behavior
   d. Non-scientific Models of Human Behavior

C. Contemporary Theories
   a. Exchange Theory
   b. Dramaturgy/Ethnomethodology
   c. Rational Choice Theory
   d. Phenomenological Sociology
   e. Feminist Theory
   f. Post-Modern Theories

D. Reviewing Methodologies
   a. Quantitative Methods
   b. Qualitative Methods
   c. Triangulation
   d. Interdisciplinary and Multidisciplinary Methods

E. Applications
   a. Social Problems
   b. Social Policy
   c. Social Research
   d. Social Change

F. Jobs That Utilize Sociological/Behavioral Science Skills
   a. Human Services and Social Welfare
   b. Education
   c. Research
   d. Business
   e. Arts and Entertainment
   f. Justice and Law Enforcement

The Question of Post-Graduate Study
   g. Which school and why
   h. Teaching and research assistantships
   i. Application process

G. Sociological Imagination and Social Conscience
   a. Social activism
   b. Social action research
   c. Morality and Society
VIII. Suggested Texts


XI. Bibliography


The Economist, print or online. This is a news journal also available at local bookstores and Costco. Student subscriptions are available at https://www.economistsubscriptions.com/ecom903/global/index.php


The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised June 2012
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**Acronym List**

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<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>CAR</td>
<td>Course Action Request</td>
</tr>
<tr>
<td>CCG</td>
<td>Course Content Guide</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Education Unit</td>
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<tr>
<td>GAB</td>
<td>Graduate Academic Board</td>
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<td>General Education Requirement</td>
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<td>GERC</td>
<td>General Education Review Committee</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
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<td>Office of Academic Affairs</td>
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<tr>
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<td>Program/Prefix Action Request</td>
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<td>Statewide Academic Council</td>
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<td>UAA</td>
<td>University of Alaska Anchorage</td>
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<td>Undergraduate Academic Board</td>
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<td>US DoE</td>
<td>US Department of Education</td>
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<tr>
<td>USUAA</td>
<td>Union of Students at UAA</td>
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</table>
Section 1 - Introduction

1.1 Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage (UAA) mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University’s curricular processes.

- The university evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The Curriculum Handbook is periodically revised to reflect policy and procedural changes.

- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.

- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the Curriculum Handbook describe the University of Alaska Anchorage’s process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses that will appear on the student’s transcript with academic credit.

2. New departmental programs such as:
   
   A. Undergraduate programs
      i. Occupational Endorsement Certificates
      ii. Undergraduate Certificates
      iii. Associate Degrees
      iv. Baccalaureate Degrees
      v. Minors

   B. Post-baccalaureate Certificates

   C. Graduate programs
      i. Graduate Certificates
      ii. Graduate Degrees

The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

- Occupational Endorsement Certificates: 29 credits
- Certificate: 60 credits
- Associate Degree: 75 credits
- Bachelor's Degree: 132 credits
- Minors: no maximum
- Master's Degree: 45 credits
- Graduate Certificate: 29 credits
3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.

4. Substantial revision to the academic content of a course including
   A. Additions, modifications or deletions of major subject areas
   B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).

5. Changes having an impact on the study options available to prospective students, including changes to
   A. Selection/admission procedures and standards
   B. Prerequisites, co-requisites, and registration restrictions.

6. Changes responding to the professions, employers, or the wider community.
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review

A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:

A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. Note: Deans/Directors may require this information for new courses.

E. Impact on other affected UAA programs and courses

E.F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review

The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:

i. School/college offering this course is the appropriate academic unit

ii. Appropriate prerequisites for content and level

iii. Availability of prerequisites for this course

iv. Frequency of scheduling of course

v. Justification for stacking or cross listing

vi. Duplication with any other existing courses is explained

vii. Documented coordination with the impacted/affected departments

viii. Identifiable accreditation or nationally accepted practice standards

ix. Rationale for requiring this course in a program

x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:

i. Effect of this course on other electives/selectives

ii. Enhancement of a program by this course

iii. Increase in options for specialization within the major

iv. Effect on scheduling of other program electives

C. Courses that will become General Education Requirements (GERs):

Formatted: Font: Italic
i. Addresses GER student learning outcomes from the GER Preamble
ii. Meets category definition from Board of Regents Regulation
   (www.alaska.edu/bor/policy-regulations)
iii. Addresses and assesses GER student learning outcomes for the classification
    descriptions described in the catalog
    (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
iv. Provides rationale for adding this course to the GER menu

D. Resource implication considerations for new course proposals:
   i. Commitment from resource manager to support course offerings
   ii. Effects on other offerings within a program or school
   iii. Effect on offering other required courses
   iv. Effect on electives and selectives
   v. If the course was offered as a trial course, the number of times it was offered and the
      number of enrollments

2.1.3 Review of Program Proposals
A. Program description adequately expresses the program characteristics, requirements and
   student learning outcomes.
B. The proposing unit is clearly prepared to present the program based on available faculty
   numbers and expertise, support staff, fiscal resources, facilities and equipment.
C. Needs analysis for the new program is attached.
D. Coordination has occurred with appropriate departments, schools, and colleges and
   documentation is submitted to the Governance Office.
E. Possible duplication of an existing program is addressed.
F. All courses used in the creation or modification of a degree or certificate program have
   current Course Content Guides on file in the Office of the Registrar. These must contain all of
   the required elements described in Section 9 of this handbook. If courses are ill-defined or
   outdated they must be revised at the same time or before the program addition or modification
   is proposed.
G. When proposing multiple certificates in a given discipline their requirements must differ by at
   least 6 credits. Otherwise the program should be proposed as a single certificate with
   emphasis areas.

2.1.4 Program Student Learning Outcomes
A. Program student learning outcomes are to be clearly stated as the knowledge or abilities that
   students are expected to demonstrate upon successful completion of the program.
B. Program student learning outcomes and a plan for their assessment are to be developed in
   accordance with the guidance and requirements found in the Academic Assessment Handbook
   (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
C. Program student learning outcomes are to be published in the catalog for student use in
   evaluating and selecting their academic program.
D. Programs whose external accreditors require program objectives should state these clearly as
   the knowledge or abilities that students are expected to demonstrate after completion of the
   program.
E. A complete and valid assessment plan must be presented to the Office of Academic Affairs
   (OAA) in accordance with the requirements of the Academic Assessment Handbook. Note: Academic
   boards do not evaluate the assessment plan or resource implications; however the plan must be complete when a new program is submitted to the academic boards.
F. If this action requires BOR review, see Regents’ Policy and Regulation
   (www.alaska.edu/bor/policy-regulations).
G. If this action requires notifying the Commission on Colleges refer to their website at
   www.nwccu.org.
Section 3 - Curriculum Approval Process
for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

2. Curriculum must be initiated by a faculty member, reviewed by the department’s curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar’s office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school’s representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee’s review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal.
• The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.

• The Governance Office forwards Workforce Credential proposals to OAA for review and approval.

• Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. Effective date of the action cannot precede the publication date of the first catalog or schedule in which it is to appear. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

11. New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January. (See the UAA Curriculum and Catalog Production Calendar located on the Governance website (www.uaa.alaska.edu/governance) for current dates.

12. New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened. Implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

13. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate Takes action.

14. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying SAC of the curriculum actions.
20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU, the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs, and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

   The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. E.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

   The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.

The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as informational items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting’s agenda.

3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

Minor Changes:
1. Contact information, location, and web address
2. General Discipline information
   a. Degree or Certificate program
   b. Overview and career information
   c. Accreditation
   d. Research possibilities
2. Advising
3. Academic Progress Requirements

3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or student learning outcomes of any courses numbered 050 to 299 require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400-level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

3.5 Approval of 600-Level Courses

A new or revised 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the intent and quality of the curriculum:
1. Title change
2. Course number change at the same level
3. Grammatical change in course description  
4. Prerequisite change that involves only the prefix department  
5. Fee change  
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)  
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as informational items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 500-Level Courses

These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean/director or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses

These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs

The program approval process in section 3.1 is not applicable to doctoral programs.

*It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.*
The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.

**Justification Proposal**

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

**Full Proposal**

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

### 3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. **Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)**
   
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. **Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)**
   
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)
3. **Justification of the Proposal on the Basis of Prospective Student Demand** (Maximum of two pages; include as appendices the survey used)
   (Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

4. **Identify Several Peer Programs** (Maximum of one page)
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. **Brief Description of the Entry Requirements** (Maximum of one page)
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. **Faculty Qualifications** (Maximum one page; summarize in a table with 6 columns as below)
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. **Student Services** (Maximum of one page)
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. **Facilities and Resources** (Maximum of two pages; to be signed by the Dean)
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. **Budget and Cost Analysis** (Maximum of one page)
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. **Identify Relevant Accreditation Agencies and Their Criteria** (Maximum of two pages)
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. **Program Catalog Copy**
    (Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 **Full Proposal**

   This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

   The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

   Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

   The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).
Required Outline:

1. **Introduction and Program Overview**
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist.**
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)

   o Justification on the Basis of Need:
     Found in section ___________________

   o Justification on the Basis of Prospective Student Demand:
     Found in section ___________________

   o Identify Several Peer Programs:
     Found in section ___________________

   o Entry Requirements:
     Found in section ___________________

   o Faculty Qualifications:
     Found in section ___________________

   o Student Services:
     Found in section ___________________

   o Facilities and Resources:
     Found in section ___________________

   o Budget and Cost Analysis:
     Found in section ___________________

5. **Curriculum Documents**
   (PAR, Catalog Copy, CARs, and CCGs)

6. **Program Assessment Plan**

7. **Board of Regents PAR and Executive Summary**
NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details.

Also see section 5 for required documents and instructions.
Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details.

Also see section 5 for required documents and instructions.

Faculty Initiated
Addition/Change/Deletion of Course

Department Curriculum Committee/Chair

College/School Curriculum Committee

Dean/Director of College/School

Governance Office

Office of the Registrar

Curriculum Office
Updates Banner with course additions and changes. After update, courses can be added to semester schedules

Submits a monthly report to UAB or GAB/Faculty Senate
A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.

Figure 3.3: Program Approval Process

**Requires 60-day advance notice to have items placed on the agenda.**
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at anypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.

Figure 3.4: Prefix Approval Process
Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

   If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.

4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:

   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (aynga@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):

   a. A cover memo summarizing the proposal.

   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:

   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.
4.3 Transfer of a Prefix
A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.

Section 5 - Courses

5.1 Changes or Revisions to a Course
It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Completed CCG.
   c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)
   d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the course revision. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). It is suggested that this be done early in the curriculum process.
4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at [www.uaa.alaska.edu/governance/GER](http://www.uaa.alaska.edu/governance/GER).

5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:
      • school/college, department, course prefix, course number, course title: (as found in CAR boxes 1a, 1c, 2, 3)
      • course description (as found in CAR box 15)
      • add/change/delete and if change, a summary list of changes (as found in CAR box 8)
• justification for action (as found in CAR box 19)

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline).
   e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:

   Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.

   The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and must be sent at least 10 working days before approval by OAA.

   The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2
5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.
   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
      Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Purge List
   A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.
   Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.

4. GER Course Purge List
   UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   - The appropriate GER templates must be applied (www.uaa.alaska.edu/governance/)
2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.
   b. Completed CCG.
      If the new or revised course affects a degree or certificate, a separate signed PAR must be
      submitted for each program change, together with revised catalog copy in Word using the track
      changes function. A Word copy of the current catalog is available on the Governance website
      (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees.
      (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required
      if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on
      another course or program. The faculty initiator must contact the department chair/director of
      every affected program and provide documentation of the changes to the affected programs upon
      request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search
      of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
      reference, the impacted program/course/catalog copy, the impact (program requirements,
      electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu
      explaining the revision or new course. The email must include contact information, and must be
      sent at least 10 working days before being presented at UAB/GAB.
   c. The faculty initiator is required to send the CAR and CCG to the library liaison for that
      department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.

4.5. GER changes should have an implementation date of fall. In order to ensure approval is received in time, it
is recommended that first reading take place no later than first week in March.

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once
during the past four semesters, excluding summer sessions. The list of GER courses will be provided to UAB by the
Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 7 - Programs

7.1 Minor Revisions to Programs

Minor Revisions to Programs are changes that do not ‘substantially alter the student learning outcomes of the program’

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by the SAC, the BOR, and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs (ayoaa@uaa.alaska.edu).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. All course CARs and CCGs for new and revised courses.
   d. Four-Year Course Offering Plan for the program.
   e. Signed Resource Implication Form.
   f. Signed Fee Request Form (for new, deleted or revised fees).
   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.
   c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).
The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER

Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

“Oral Communication Skills GER.”
Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. Schools/colleges are encouraged to contact OAA early in the approval process. Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master’s Degrees except as noted.

Also refer to UA Regulation 10.04.02 [link]

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:

a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.
b. Collaboration with other universities and community colleges within the UA system.
c. History of the development of the proposed program or program changes.
d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
e. State needs met by the proposed program.
f. Availability of appropriate student services for program participants. A schedule for implementation of the program.
g. Student opportunities, student learning outcomes, and enrollment projections.
h. Rationale for the new program and educational objectives, student learning outcomes, and plans for assessment.
i. Opportunities for research and community engagement for admitted students.
j. Faculty and staff workload implications.
k. Fiscal Plan for the proposed program
1. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.
   m. New facility or renovated space requirements.
   n. Concurrence of appropriate advisory councils.

2. The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SACand BOR.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
   c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).
   d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.

5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.

b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.

a. Four-Year Course Offering Plan for the Program.

b. A budget worksheet.

c. Board of Regents Program Action Request Form

d. Board of Regents Prospectus and Executive Summary forms ([www.alaska.edu/bor/policy-regulations](http://www.alaska.edu/bor/policy-regulations)) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) ([http://www.alaska.edu/research/sac/](http://www.alaska.edu/research/sac/)) and the Board of Regents.

e. Resource Implication Form and a signed Fee Request Form (if needed).

f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.

g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals ([aygov@uaa.alaska.edu](mailto:aygov@uaa.alaska.edu)):

a. A cover memo summarizing the proposal.

b. The full proposal document outlined in section 3.8

c. Signed PAR ([www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)).

d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website ([www.uaa.alaska.edu/governance/](http://www.uaa.alaska.edu/governance/)).

e. CARs and CCGs for all new and revised courses.

Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor’s Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).

2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).

3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at http://curric.uaa.alaska.edu/curric/courses/.

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. **The date on which the Course Content Guide was initiated or revised**

2. **Information directly also on the CAR**
   A. **College or School** – Choose from the following the school or college initiating action:
      - AA Academic Affairs
      - AS College of Arts and Sciences
      - CB College of Business and Public Policy
      - CH College of Health
      - CT Community and Technical College
      - EA College of Education
      - EN School of Engineering
      - HC University Honors College
      - KP Kenai Peninsula College
      - KO Kodiak College
      - MA Matanuska-Susitna College

   B. **Course Prefix** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix.

   C. **Course Number** (for a new course, contact the Office of the Registrar for a number)
      i. **Reuse of Course Number Rule**: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

      ii. **Types of Courses**
         a. **Academic Courses**: Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

         The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- **Lower division courses usually taken by freshmen and sophomores**
  - A100-A199: Freshman-level, lower division courses.
  - A200-A299: Sophomore-level, lower division courses

- **Upper division courses usually taken by juniors and seniors**
  - A300-A399: Junior-level, upper division courses
  - A400-A499: Senior-level, upper division courses

- **Graduate-level courses**
  - A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

b. **Preparatory/Developmental Courses**
  - A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

c. **Noncredit Courses**
  - A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

d. **Continuing Education Unit (CEU) courses**
  - AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

e. **Professional Development Courses**
  - A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

**NOTE:** All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

iii. **Course Numbers: Second and Third Digits** – The second and third digits of course numbers in the -90 range are used for specific course types.

- **-90 Selected topics:** A generic “umbrella” course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

- **-92 Seminar or Workshops:**
  - **Seminar:** Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.
  - **Workshop:** A formal higher education offering with intensive instruction and
information in a given field.

-93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa.faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-95 Internship and Practicum

Internship: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 Thesis: Involve writing and/or completion of a thesis by the student.

D. Number of Credits/CEUs and Contact Hours – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.

- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).

- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.

- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).

- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.
i. **Summary**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Semester</td>
<td>15 weeks (standard semester length)</td>
</tr>
<tr>
<td>One (1) Contact Hour</td>
<td>50 minutes per week (or 750 minutes for the course)</td>
</tr>
<tr>
<td>Outside Work</td>
<td>Additional time typically outside of classroom or laboratory</td>
</tr>
<tr>
<td>One (1) credit</td>
<td>1 contact hour per week of lecture (15 contact hours of lecture per week for course)</td>
</tr>
<tr>
<td></td>
<td>or 2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for course)</td>
</tr>
<tr>
<td></td>
<td>or 3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for course)</td>
</tr>
<tr>
<td>(Lecture + Laboratory)</td>
<td>refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester</td>
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</tbody>
</table>

ii. **Examples**

- **(3+0)** = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- **(2+2)** = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- **(3+2)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- **(3+3)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- **(0+9)** = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

iii. **CEU** – The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.
Examples:
0.1 CEU = 1 hour of instruction and no additional hours of work for the course.
1 CEU = 10 hours of instruction and no additional hours of work for course.
1.5 CEUs = 15 hours of instruction and no additional hours of work for course.
3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

iv. **Minimum Course Length (Compressibility Policy)** – The Compressibility Policy states, “Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. **Course Title** – Insert full title of the course. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. **Grading Basis** – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. **Implementation Date** – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first read no later than first week of March.

Course additions or modifications must be made in conjunction with publication of the class schedule/listing. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New courses offerings have greater flexibility; however, implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

H. **Cross Listing** (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.
iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.

v. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in Journalism and Public Communications. Cross-listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix’s section, including additions, changes and deletions.

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 course.

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

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

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

   i. Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?  
      It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.

   ii. Is the course format predominantly discussion- or seminar-based?  
      This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

   iii. Is the course format predominantly lecture-based?  (Is the main intent of the course to provide a detailed knowledge set?)
a. Is the PRIMARY source of information/reading the primary research literature of the field?
This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

b. Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?
This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student’s own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Typical Assessments</th>
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</thead>
<tbody>
<tr>
<td>demonstrate the ability to conduct a literature search on the course topic material</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
</tr>
<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student</td>
</tr>
<tr>
<td>Integrate course material into experimental design</td>
<td>Written formal research grant proposals, oral or written presentation of how the course material informs the student’s own thesis research</td>
</tr>
<tr>
<td>Integrate and apply the course material at advanced levels</td>
<td>Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on examinations</td>
</tr>
</tbody>
</table>

J. Course Description – Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.
Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. Course Attributes (GER if applicable)

L. Course Prerequisite(s)/Test Score(s), Corequisite(s), Registration Restriction(s) – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. All prerequisite, corequisite, registration restriction, etc indicated on CAR will be automatically enforced through Banner.

i. Course Prerequisite – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which may be taken concurrently must also be included in this area (this differs from a co-requisite which must be taken concurrently).

ii. Test Scores – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

iii. Corequisites – Identifies a course which must be taken concurrently and requires simultaneous enrollment and withdrawal.

iv. Registration Restrictions – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission, major, class standing, or level). Must be enforced by the program/department/instructor.

a. College or school admission – identifies a college/school to which a student must be admitted in order to enroll in the course.

b. Major – identifies a major which a student must have declared in order to enroll in the course.

c. Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

d. Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. Course Fee: Yes or No – Indicates that there are student fees associated with the course.

Note: The sections of the CAR referenced above and the CCG must match word for word.

3. Course level justification – Provide a justification for the level to which the course has been assigned.

Course Level Expectations for Academic Course Levels – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:
A. **Lower Division Courses**

- **A100-A199**: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

- **A200-A299**: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. **Upper Division Courses**

   Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

- **A300-A399**: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

- **A400-A499**: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. **Graduate-Level Courses**

- **A600-A699**: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor’s degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For graduate-level coursework the justification must:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. “Admission to **** degree/certificate program” or “Graduate Status” where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. “Graduate Status.”

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

   a. Competence in a specialized field of knowledge
   b. Extensive experience with specialized client relationships
   c. Application of expert knowledge within a recognized professional practice
   d. Analysis and synthesis of primary scholarship or research
   e. Self-directed written research projects
   f. Mastery of theoretical knowledge
Course Level Expectations for Preparatory/Developmental Course Levels – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. Instructional Goals and Student Learning Outcomes

A. Instructional Goals: Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

B. Student Learning Outcomes: Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

C. Goals and Student Learning Outcomes: Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. Guidelines for Evaluation or Assessment Methods

A. Student learning outcomes for programs and their assessments are treated in detail in the program’s Academic Assessment Plan. This plan is evaluated for new and modified programs.

B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

Note: All academic programs at UAA are assessed. Student learning outcomes for courses should be compatible with program student learning outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program’s assessment procedures, see the college assessment coordinator.

Example 1

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards.</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of human emotion</td>
</tr>
<tr>
<td>Students demonstrate the ability to design an electro-mechanical system to accomplish a control function defined by the instructor, in accordance with applicable standards and codes.</td>
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</table>
Instructional Goals:
This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:
1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.
3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

Student Learning Outcomes:
After completing this course, the student will be able to:
1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering “algorithmic” questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

Assessment Measures:
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. Topical course outline (not a syllabus) – List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

7. Suggested text(s) – Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

8. Bibliography – Provide a list of the literature, in alphabetical order, that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course student learning outcomes.

Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.
Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form

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<tr>
<th>1. School or College</th>
<th>10. Department</th>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix</th>
<th>5a. Credits</th>
<th>5b. Content Hours</th>
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<th>6. Complete Course Title</th>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Request Status</th>
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<tr>
<td>Academic</td>
<td>Add or</td>
<td>Choose one</td>
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<tr>
<td>Research/Development</td>
<td>Change or</td>
<td>Exclude</td>
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<td>Non-credit</td>
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<td>DBI</td>
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<tr>
<td>Professional Development</td>
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<th>10. Grading Basis</th>
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<td>A/F</td>
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<th>11. Implementation Date</th>
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<tr>
<td>12. Course Listed With</td>
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<tr>
<th>13. Coordinator's Name</th>
<th>Date</th>
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<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
</tr>
<tr>
<td>General Education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (maximum length 2000 characters)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>16. Character Prerequisite(s)/pre-professional and non-credit</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>17. Other Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Work if Course has Restrictions</th>
</tr>
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<tbody>
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<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>20. Request</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
10.2 Instructions for Completing the CAR

Box 1a. School or College
Choose from the drop-down menu the school or college initiating action.
AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Division
Using the drop-down box, insert the division initiating action. *Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.*

College of Arts and Sciences
AFAR  Division of Performing and Fine Arts
AHUM  Division of Humanities
AMSC  Division of Mathematical and Natural Sciences
ASSC  Division of Social Sciences

College of Business and Public Policy
ADBP  Division of Business Programs
ADEP  Division of Economics and Public Policy

Community and Technical College
AAVI  Division of Aviation Technology
ABCT  Division of Computer Networking and Office Technologies
ACAH  Division of Culinary Arts and Hospitality
ACDT  Division of Construction and Design Technology
ADCE  Division of Community Education
ADTP  Division of Transportation and Power
ADVE  Division of Career and Technical Education
APER  Division of Physical Education and Recreation
APRS  Division of Preparatory Studies

College of Education
No Division Code

School of Engineering
No Division Code

College of Health
AHLS  Division of Health and Safety
ADHS  Division of Human Services and Health Sciences
ADSN  Division of Nursing
AJUS  Division of Justice
ASWK  Division of Social Work
Box 1c. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.

Box 2. Course Prefix
Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix in Section 11.

Box 3. Course Number
Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

1. Types of Courses
   A. Academic Credit Courses

   Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

   The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

   UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

   i. Lower division courses usually taken by freshmen and sophomores
      A100-A199: Freshman-level, lower division courses.
      A200-A299: Sophomore-level, lower division courses

   ii. Upper division courses usually taken by juniors and seniors
      A300-A399: Junior-level, upper division courses
      A400-A499: Senior-level, upper division courses

   iii. Graduate-level courses
      A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

   B. Preparatory/Developmental Courses

   Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. Noncredit Courses

A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. Continuing Education Unit (CEU) courses

AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

E. Professional Development Courses

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. Course Numbers: Second and Third Digits

The second and third digits of course numbers in the -90 range are used for specific course types.

-90 Selected topics: These are a generic “umbrella” course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

-92 Seminar or Workshops

Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

Workshop: A formal higher education offering with intensive instruction and information in a given field.

-93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

-95 Internship and Practicum

Internship: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.
-98 **Individual research**: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 **Thesis**: Involve writing and/or completion of a thesis by the student.

**Box 4. Previous Course Prefix & Number**

Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert “N/A.” or if the prefix and the number has not changed, insert “N/A.”

Reinstatement of a course

When an inactive course is being reinstated with the same course prefix and number, place the word *Reinstate* in box 4. In box 8, Type of Action, select *change*.

**Box 5a. Credits/CEUs**

Insert the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

**Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)**

Insert the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. **Summary**

<table>
<thead>
<tr>
<th>Description</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>15 weeks (standard semester length)</td>
</tr>
<tr>
<td>One (1) Contact Hour</td>
<td>50 minutes per week (or 750 minutes for the course)</td>
</tr>
<tr>
<td>Outside Work</td>
<td>Additional time typically outside of classroom or laboratory</td>
</tr>
<tr>
<td>One (1) credit</td>
<td>1 contact hour per week of lecture (15 contact hours of lecture for course)</td>
</tr>
</tbody>
</table>

*or* 2 contact hours per week of supervised laboratory (or practica) if
outside work is needed (30 contact hours for the course)
or
3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

2. Examples

• (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

• (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

• (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

• (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of supervised laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

• (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. The CEU

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:
0.1 CEU = 1 hour of instruction and no additional hours of work for the course
1 CEU = 10 hours of instruction and no additional hours of work for course
1.5 CEUs = 15 hours of instruction and no additional hours of work for course
3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course
2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work

4. Minimum Course Length (Compressibility Policy)

The Compressibility Policy states: “Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will...
appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course

Identifies type of course offered.

1. Academic Courses (numbered 100-499 and 600-699)
   A. **Program Requirement** - A credit course specifically required by degree, certificate, or a Minor program.
   B. **Program Selective** - A credit course within a group of courses from which a student is required to select.
   C. **General Education Requirement** - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   D. **Elective** - A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

2. Preparatory/Developmental Courses (050-099): Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).

3. Nondegree Courses
   A. **Noncredit Courses (000-049)** - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   B. **CEUs (denoted by “AC” rather than just “A” before course number)** - A course that provides further development of a trade, profession, or personal improvement.
   C. **Professional Development Courses (A500-A599)** - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

Box 8. Type of Action

Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status

Identifies the Repeat Status of the course.

- **Yes** means the course may be repeated for credit
- **No** means it cannot be repeated for credit

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.
The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390  3 credits
Repeat Status: Yes  Number of Repeats: 1  Max Credits: 6

---

**Box 10. Grading Basis**

Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

**Box 11. Implementation Date**

Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications must be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. **Program or Academic Policy**

   The overall principles affecting the date for implementation of academic policy or program change include the following:
   
   A. Students must receive adequate notice of a program change.
   B. Staff must have adequate time to implement the change effectively.

   Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

   Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.
Box 12. Cross-Listed or Stacked

1. Cross-listed
   A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
   B. Each cross-listed course must have a separate CAR for each prefix.
   C. Everything except the course prefix must be identical.
   D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.
   E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.
   F. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, ART/JPCA324 is listed both under Art and Journalism and Public Communications.

2. Stacked
   A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
   B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
   C. Courses may not be stacked informally for scheduling purposes.
   D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.
   E. Courses at the 300 level may not be stacked with 600-level courses.
   F. A500-A599 level (professional development) courses may not be stacked with any other course.
   G. If stacking status is requested, rationale must be provided.

   *If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)*

Box 13a. Impacted Courses or Programs
Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:
1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination with impacted programs and departments.

*If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy.*

The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance)
In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. You should fill out a line of the table for every program, (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.

Three or fewer lines (impacts) can be recorded directly into the table on the CAR. More than three requires the creation of a separate coordination spreadsheet is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), current catalog page, type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

**Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** program selective - A credit course within a group of courses from which a student is required to select.

Example of Box 13a (Coordination and Courtesy Coordination)

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Logistics and Supply Chain Management, BBA</td>
<td>132</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>350</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
</tbody>
</table>


don’t enter the page number for the revised course itself into the table (e.g., CIS A330 course details and description are listed on page 349 of the catalog. If you are changing CIS A330 you do not have to list this impact and page number).

- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

Items that are NOT entered into Box 13a.

- Do not enter the page number for the revised course itself into the table (e.g., CIS A330 course details and description are listed on page 349 of the catalog. If you are changing CIS A330 you do not have to list this impact and page number).
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

** Courtesy Coordination

Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term courtesy coordination can be used to document this type of situation. Type courtesy coordination in the table in the catalog page number field.
Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.

Box 13b. Coordination Email Submitted to Faculty Listserv
Enter the date of the email sent to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 13c. Coordination with Library Liaison
The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

Box 14. GERs
Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15. Course Description
Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.

Box 16a. Course Prerequisite(s)
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.
A course prerequisite which may be taken concurrently must also be included in this box using the additional language “or concurrent enrollment.” This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

ECON A429 (Business Forecasting)
[CIS A110, BA A273, and [BA A377 or ECON A321]] with minimum grade of C

EDFN A303 (Foundations of Teaching and Learning)
[EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

EE A324 (Electromagnetics II)
[EE A314 or PHYS A314] and MATH A302

ENGL A311 (Advanced Composition)
[ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

FIRE A214 (Fire Protection Systems)
FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

SWK A342 (Human Behavior in the Social Environment)
PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf

Box 16b. Test Scores
Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required. It is assumed that faculty may waive the requirement.

Box 16c. Corequisite(s)
Identifies a course (must be listed with prefix and number) which must be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

Note: If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).

Box 16d. Other Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission, major, class standing, or level). The name of the college or school, major, class standing, or level required should be specified in Box 16e. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

a College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
b Major – identifies a major which a student must have declared in order to enroll in the course.
c Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

d Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate). Checking the level box in 16d is mandatory for all graduate level 600 courses.

Box 16e. Registration Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

NOTE: Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box 17. Mark if Course Has Fees
Using the drop-down menu, choose Yes or No. Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as “Special Fees,” and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

Box 18. Mark if Course is a Selected Topic Course
Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

Box 19. Justification for Action
For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.
## Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

### 11.1 The PAR Form

**Program/Prefix Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose one</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu: Undergraduate: or Graduate:</td>
</tr>
</tbody>
</table>

This program is a Gainful Employment Program:  
☐ Yes  or  ☐ No

<table>
<thead>
<tr>
<th>4. Type of Action: PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
<td>Inactivate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: / To: /</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Cover Memo  ☐ Catalog Copy in Word using the track changes function</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Approved  ☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bean/Director of School/College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Approved  ☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Approved  ☐ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>

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11.2 Instructions for Completing the PAR

Box 1a. School/College
Using the drop-down box, insert school or college initiating action.
AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Department
Insert department initiating action. *Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.*

Box 2. Complete Program Title/PREFIX
Insert full title of the proposed program or prefix.

Box 3. Type of Program
Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:

- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the “Yes” box; otherwise, check the “No” box. Meet with Associate Vice Chancellor for Enrollment Management to determine a program's status. Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action
Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date
Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.

Generally this is interpreted to mean that program/prefix changes, including new programs, must be advertised in
the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

**Box 6a. Coordination with Affected Units**

Coordination is the requirement that all faculty initiators of program/prefix actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

- **The purpose of coordination is to:**
  - A. Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.
  - B. Encourage collaboration among all academic units.
  - C. Maintain and improve quality of program offerings.

- **An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.**

- **Coordination with affected units is required in the following cases:**
  - A. When the program, courses, or content proposed bridges material regularly included in other disciplines.
  - B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.
  - C. When the proposed program can reasonably be expected to use courses offered by other disciplines.
  - D. When a subsequent allocation of resources resulting from the proposal will impact the unit’s ability to deliver academic courses required in other programs.

- **Coordination should be initiated very early in the program development process – before finalization of the proposal.**

- **Coordination includes:**
  - A. Sending proposal to department chairs of affected units
  - B. Actively seeking collaboration, comments and suggestions
  - C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- **Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within 10 working days of the notification date, it is assumed that there are no objections to the proposal.**
• After coordination is complete, in Box 6a: type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

**Box 6b. Coordination Email Submitted to Faculty Listserv**
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

**Box 6c. Coordination with Library Liaison**
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

**Box 6d. Program Assessment Review with Academic Assessment Committee (AAC)**
The Academic Assessment Committee supports faculty in the design of assessable programmatic learning outcomes and assessment strategies, with a goal to enhance a culture of continuous improvement based on the measurable assessment of learning outcomes.

Program assessment review with the AAC should occur before the program and PAR is submitted to UAB/GAB for review. The faculty initiator is required to send their complete program assessment plan to the AAC at ayaac@uaa.alaska.edu. The AAC will then contact the initiator to schedule a review. Following their program’s review with the AAC, the initiator will receive a memo stating completion of the review. On the PAR form, **please include the date noted on the memo from the AAC**. Should a program already be accountable to an accreditation board in the design or review of their programmatic change, they may be eligible for an AAC exemption. If so, this would be reflected in the memo.

Further details on Program Student Learning Outcomes can be found in section 2.1.4 of the Curriculum Handbook and in the Academic Assessment Handbook http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm

**Box 7. Title and Program Description**
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

**Box 8. Justification for Action**
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.
Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

### Basic Format:

Department Name  
Contact information, location, web address

1. General discipline information  
   A. Degree or Certificate program name and description  
   B. Overview and career information  
   C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy.  
   D. Honors: Header in the catalog should read: “Honors in Discipline”, e.g., Honors in English.  
   E. Accreditation  
   F. Research possibilities  
   G. Gainful Employment statement (if needed)

2. Admission Requirements  
   A. Preparation  
   B. Pre-major  
   C. Major

3. Advising

4. Academic Progress Requirements

5. Graduation Requirements  
   A. General University  
   B. General Education Requirements (GERs)  
   C. College  
   D. Major degree requirements  
   E. Other graduation requirements

6. Faculty

### Notes for creating and submitting catalog copy:

- **You must use the Word formatted catalog copy available at** www.uaa.alaska.edu/governance/.

- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.

- Within a department or discipline, the order of undergraduate programs should be:  
  1. Honors  
  2. Occupational endorsement certificates
3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:
1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an “or” appears (and nothing else). This is what it should look like:

```
Upper Division Biology (choose one of the following) 3-4
BIOL A310  Principles of Physiology (3)
or
BIOL A415  Comparative Animal Physiology (4)
or
BIOL A461  Molecular Biology (3)
CHEM A105  General Chemistry I  3
CHEM A105L General Chemistry I Laboratory  1
CHEM A106  General Chemistry II  3
CHEM A106L General Chemistry II Laboratory  1
CHEM A311  Principles of Inorganic Chemistry  3
```

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.
EXAMPLE 1:

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska’s context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska’s Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.
   
   Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis.
   
   Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A, Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship

Admission Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department’s published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.
**Academic Progress**

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

**Graduation Requirements**

Candidates must complete the following graduation requirements:

**A. General University Requirements**

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

**B. General Education Requirements**

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

**C Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

**D. Liberal Studies Area**

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

**Sciences Core (15-24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSIS A102</td>
<td>Origins: Earth-Solar System-Life</td>
<td>5-8</td>
</tr>
<tr>
<td>GEOL A111</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>ASTR A103</td>
<td>Solar System Astronomy</td>
<td></td>
</tr>
<tr>
<td>ASTR A104</td>
<td>Stars, Galaxies and Cosmology</td>
<td></td>
</tr>
<tr>
<td>ASTR A104L</td>
<td>Stars, Galaxies and Cosmology Laboratory</td>
<td></td>
</tr>
<tr>
<td>LSIS A201</td>
<td>Life on Earth</td>
<td>5-8</td>
</tr>
<tr>
<td>BIOL A102</td>
<td>Introductory Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL A103</td>
<td>Introductory Biology Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL A115</td>
<td>Fundamentals of Biology I</td>
<td></td>
</tr>
<tr>
<td>BIOL A116</td>
<td>Fundamentals of Biology II</td>
<td></td>
</tr>
<tr>
<td>LSIS A202</td>
<td>Concepts and Processes: Natural Sciences</td>
<td>5-8</td>
</tr>
<tr>
<td>CHEM A103</td>
<td>Survey of Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

*If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.*

*If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.*

*Separate the two electives with an "or" on its own line.*
CHEM A103L  Survey of Chemistry Laboratory (1)
and one of the following lecture/lab combinations:

PHYS A115  Physical Science (3)
and
PHYS A115L  Physical Science Laboratory (1)
or
PHYS A123  Basic Physics I (3)
and
PHYS A123L  Basic Physics I Laboratory (1)

### Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A250</td>
<td>The Rise of Civilization (3)</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>HIST A390A Intelligence and Ideology (3)</td>
<td>3</td>
</tr>
<tr>
<td>HIST A131</td>
<td>History of United States I (3)</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>HIST A132 History of United States II (3)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>HIST A355 Major Themes in US History (3)</td>
<td></td>
</tr>
<tr>
<td>EDSE A212</td>
<td>Human Development and Learning (3)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>ENGL A121 Introduction to Literature (3)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A201</td>
<td>Masterpieces of World Literature I (3)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Masterpieces of World Literature II (3)</td>
<td></td>
</tr>
<tr>
<td>HUM A211</td>
<td>Introduction to Humanities I (3)</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Introduction to Humanities II (3)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>HNRS A192 Honors Seminar: Enduring Books (3)</td>
<td></td>
</tr>
<tr>
<td>LSIC A111</td>
<td>Cultural Foundations of Human Behavior (3)</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Seminar in Social Science (3)</td>
<td></td>
</tr>
<tr>
<td>ANTH A292</td>
<td>Cultural Anthropology (3)</td>
<td></td>
</tr>
<tr>
<td>LSIC A231</td>
<td>Truth, Beauty, and Goodness (3)</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>PHIL A301 Ethics (3)</td>
<td></td>
</tr>
<tr>
<td>LSSS A311</td>
<td>People, Places, and Ecosystems (3)</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ENVI A211 Environmental Science: Systems and Processes (3)</td>
<td></td>
</tr>
<tr>
<td>LSIC A331</td>
<td>Power, Authority, and Governance (3)</td>
<td>3</td>
</tr>
</tbody>
</table>
SOC/PS A351  Political Sociology (3)  
LSSS A312  Individuals, Groups, and Institutions (3) 3  
or  
PSY A111  General Psychology (3)  
and  
SOC A101  Introduction to Sociology (3)  
or  
SOC A375  Social Psychology (3)  
or  
PSY A375  Social Psychology (3)  
or  
LSIC A332  Science, Technology and Culture (3)  3  
Select one course from fine arts GERs 3  

Mathematical Skills (9-13 credits)  
MATH A205  Communicating Mathematical Ideas and 3  
and  
STAT A252  Elementary Statistics (3)  
or  
STAT A253  Applied Statistics for the Sciences (4)  
and  
Select one additional course from quantitative skills GERs 3-6  

Oral and Written Communication Skills (9 credits)  
Select one course from oral communication GERs 3  
Select two courses from written communication GERs 6  

E. Major Requirements  
It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.  
1. Complete the following core courses (22 credits)  
   EDEC A242  Family and Community Partnerships (3) 3  
or  
   HNRS A310  Community Service: Theory and Practice (3)  
   EDEL A205  Becoming an Elementary Teacher 2  
   EDFN A206  Introduction to Assessment in Education 1  
   EDFN A300  Philosophical and Social Context of American Education (3) 3  
or  
   EDFN A304  Comparative Education (3)  
   EDFN A301  Foundations of Literacy and Language Development 3  
   EDFN A302  Foundations of Educational Technology 2  
   EDEL A392  Elementary Education Seminar I: Culturally Responsive Teaching 2
2. Complete the following methods courses (18 credits)

- **EDFN A478**: Issues in Alaska Native Education, K-12 3
- **EDSE A482**: Inclusive Classrooms for All Children 3

EDEC A106 Creativity and the Arts in Early Childhood 3
EDEL A325 Teaching Literacy in Elementary Schools 6
EDEL A327 Teaching Social Studies in Elementary Schools 2
EDEL A426 Teaching Mathematics in Elementary Schools 3
EDEL A428 Teaching Science in Elementary Schools 2
PEP A345 Incorporating Health and Physical Activity into the Pre-K-6 Classroom 2

**Concurrent enrollment in multiple courses is required. See an advisor for details.**

3. Complete the following field experiences and internship (16-19 credits)

- **EDEL A395**: Elementary Education Practicum I: Literacy and Social Studies 2
- **EDEL A492A**: Elementary Education Seminar II: Learning Environment 2
- **EDEL A492B**: Elementary Education Seminar III: Teaching Capstone 3
- **EDEL A495A**: Elementary Education Practicum II: Learning Environment, Mathematics, Science 3
- **EDEL A495B**: Elementary Education Internship 6-9

For Honors Option Senior Requirement:

- **HRNS A499**: Thesis (3)
- **EDEL A495B**: Elementary Education Internship (6)

(Three credits of Internship apply to the Senior Requirement)

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

**BAEL and Honors College Option**

Take the following Honors College Core Program Courses (16 credits)

- **HNRS A192**: Honors Seminar: Enduring Books 3
- **HNRS A292**: Honors Seminar in Social Science 3
- **HNRS A310**: Community Service: Theory and Practice 3
- **HNRS A392**: Honors Thesis Seminar 1
- **HNRS A499**: Honors Thesis 3

and taken concurrently with **EDEL A495B** Internship (6) 3

(Three credits of Internship apply to the Senior Requirement)

Important: See an advisor if considering the Honors Option.
Institutional Recommendation,
Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:
1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science,
Arctic Engineering

The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA School of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Engineering faculty members.

Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:
1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;

7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;

8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;

9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;

10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and

11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

Admission Requirements

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

Graduation Requirements

See the beginning of this chapter for University Requirements for Graduate Degrees.

Major Requirements

1. Candidates must complete the following core courses (9 credits):
   - CE A603 Arctic Engineering* 3
   - CE A681 Frozen Ground Engineering 3
   - ME A685 Arctic Heat and Mass Transfer 3
   *Students who have completed CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace CE A603 with an elective, 3-credit course accepted by the student’s graduate advisory committee.

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits): 9
   - CE A682 Ice Engineering (3)
   - CE A683 Arctic Hydrology and Hydraulic Engineering (3)
   - CE A684 Arctic Utility Distribution (3)
   - CE A689 Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student’s program of study, as approved by the student’s advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student’s advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student’s advisory committee.

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:
   - CE A686 Civil Engineering Project 3
The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.

f. The written project report, in the judgment of the candidate’s advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

5. A total of 30 credits is required for the degree.

FACULTY

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Tom Ravens, Professor, AFTMR@uaa.alaska.edu
Orson Smith, Professor, AFOPS@uaa.alaska.edu
Zhaohui Yang, Associate Professor, AFZY@uaa.alaska.edu
Hannele Zubeck, Professor/Chair, AFIHKZ@uaa.alaska.edu
Appendix A - Links to Templates

The following templates can be found at [www.uaa.alaska.edu/governance/coordination/index.cfm):

- **Budget Worksheet** - Provides detailed budget information for a new program.

- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR)

- **Fee Request Form** - Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost’s approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information [http://www.alaska.edu/bor/policy-regulations].

- **Four-Year Course Offering Plan** - Identifies the Four-Year Course Offering Plan for a new program.

- **Resource Implication Form** - Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents** - Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website (http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm)

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.
Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Action Request (CAR):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Content Guide (CCG):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Coordination Spreadsheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Faculty Matrix:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Program/Prefix Action Request (PAR):**
  http://www.uaa.alaska.edu/governance/curriculumexamples.cfm

- **Program Academic Assessment Plan:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Prospectus:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Risk Management Plan:**
  www.uaa.alaska.edu/governance/curriculumexamples.cfm
### Appendix C - Observable Verbs

#### Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
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<tbody>
<tr>
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<td>Uses knowledge or generalizations in a new situation</td>
<td>Breaks down knowledge into parts and shows relationships among parts</td>
<td>Brings together parts of knowledge to forms a whole and builds relationships for new situations</td>
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<td>Associates</td>
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<td>Comprehension – Interpret information in one’s own words</td>
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</table>
Affective Domain Observable Verbs

The affective domain contains skills that deal with emotions, feelings, and values. You will notice that these verbs span differently than cognitive verbs as pertains to level.

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organization</th>
<th>Internalization</th>
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</thead>
<tbody>
<tr>
<td>Ability to attend to a particular stimuli</td>
<td>Active participation when attending to stimuli</td>
<td>Worth or value student attaches to something</td>
<td>Bringing together different values, resolving conflicts between them</td>
<td>Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</td>
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<td>Asks</td>
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<td>Associates with</td>
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<td>Gives</td>
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<td>Be convinced</td>
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<td>Develops a philosophy of life</td>
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<td>Be willing to</td>
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Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

<table>
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<tr>
<th>Imitating</th>
<th>Manipulating</th>
<th>Perfecting</th>
<th>Articulating</th>
<th>Naturalizing</th>
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<tr>
<td>Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.</td>
<td>Performs the skill or produces the product in a recognizable fashion by following general instructions.</td>
<td>Independently performs the skill or produces the product, with apparent ease, at an expert level.</td>
<td>Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.</td>
<td>Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.</td>
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<tr>
<td>Attempts</td>
<td>Completes</td>
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<td>Adapts</td>
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<td>Does</td>
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<td>Reproduces</td>
<td>Performs</td>
<td>with refinements</td>
<td>With fundamental revisions</td>
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<td>Responds</td>
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Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3[a-d]).

Membership

Voting Members

Undergraduate Academic Board (UAB)
Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each community campus, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)
Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members
One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership
- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member’s department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.
Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.

Graduate Academic Board

During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

Summer Meetings

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

Agenda and Summary

Structure

Date, Time, and Location

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

1. Roll
2. Approval of the Agenda
3. Approval of Meeting Summary
IV. Administrative Report
V. Chair’s Report
VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
VII. CAR or PAR-First Reading
VIII. Old Business
IX. New Business
X. Informational Items
XI. Adjournment

Definitions

Meeting Summary
The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading

• Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
• All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
• Proposals not properly coordinated before First Reading will be tabled.
• Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
• Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
• No vote is necessary to accept an item for First Reading.
• Acceptance for First Reading does not predetermine automatic approval at Second Reading.
• Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs

• CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
• Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading

• Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
• UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items

• The Board may discuss these items and/or request that the items be placed on a future agenda for...
Meeting Procedure

UAB/GAB meetings are governed by *Robert’s Rules of Order*. A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

*Note: Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.*

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:

- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

Measurements may be direct and/or indirect. Examples of each are below:

- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:

- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:


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UAA Degree and Certificate Approval Process

Faculty Initiated
Addition/Change/Deletion of Program

Consult With Office of Academic Affairs

Department Curriculum Committee/Chair

College/School Curriculum Committee

College School Dean/Director

Faculty Senate

Graduate Academic Board (GAB)

Governance Office

Undergraduate Academic Board (UAB)

OAA/Provost Approval

Chancellor

Statewide Academic Council

UA President

Board of Regents**

Office of the Registrar

Faculty, Dean, or Director Initiated Suspension of Program

Program Suspensions

Workforce Credentials

Undergraduate Programs

Graduate Programs

Chancellor

Northwest Commission on Colleges and Universities Notification

OAA

Program Name Changes

New or Revised Minors, OECs, Workforce Credentials

New Programs, Major Program Revisions*, Program Deletions

Minor Program Changes

Program Suspensions

Northwest Commission on Colleges and Universities Notification

Statewide Academic Council Notification

*Consult with Academic Affairs for determining whether proposed changes meet the criteria for major program changes.

**Requires 60-day advance notice to have items placed on the agenda.
1a. School or College  
choose one

1b. Department

2. Complete Program Title/Prefix

3. Type of Program

Choose one from the appropriate drop down menu:  
Undergraduate: or  
Graduate:  
CHOOSE ONE  CHOOSE ONE

This program is a Gainful Employment Program:  
☐ Yes  or  ☐ No

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

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)

From: /  To: /

6a. Coordination with Affected Units

Department, School, or College:

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

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)

Date:

6c. Coordination with Library Liaison

Date:

6d. Completed Program Assessment Review with the Academic Assessment Committee (AAC)

Date:

7. Title and Program Description - Please attach the following:

☐ Cover Memo  
☐ Catalog Copy in Word using the track changes function

8. Justification for Action

Initiator (faculty only)  
Date  
☐ Approved  
☐ Disapproved  
Dean/Director of School/College  
Date

Initiator (TYPE NAME)  
Date  
☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date

Department Chair  
Date  
☐ Approved  
☐ Disapproved  
Provost or Designee  
Date

College/School Curriculum Committee Chair  
Date  
☐ Approved  
☐ Disapproved
1a. School or College 
choose one

1b. Division 
choose one

1c. Department

2. Course Prefix

3. Course Number

4. Previous Course Prefix & Number

5a. Credits/CEUs

5b. Contact Hours 
(Lecture + Lab) 

6. Complete Course Title

Abbreviated Title for Transcript (30 character)

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

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

   If a change, mark appropriate boxes:
   [ ] Prefix 
   [ ] Course Number 
   [ ] Contact Hours 
   [ ] Repeat Status 
   [ ] Grading Basis 
   [ ] Course Description 
   [ ] Course Prerequisites 
   [ ] Test Score Prerequisites 
   [ ] Co-requisites 
   [ ] Registration Restrictions 
   [ ] Class 
   [ ] Level 
   [ ] College 
   [ ] Major 
   [ ] Other (please specify)

9. Repeat Status
   [ ] Choose one
   [ ] # of Repeats 
   [ ] Max Credits

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

11. Implementation Date 
    (semester/year)
    From: / 
    To: /

12. Cross Listed with
    [ ] Stack with
    [ ] Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</table>

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

13b. Coordination Email 
     Date: 

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

13c. Coordination with Library Liaison 
     Date: 

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

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

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

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

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Initiator (faculty only) 
   Date 
   [ ] Approved 
   [ ] Disapproved 
   [ ] Dean/Director of School/College 
   Date

Initiator (TYPE NAME) 
   [ ] Approved 
   [ ] Disapproved 
   [ ] Department Chair 
   Date 
   [ ] Disapproved 
   [ ] Approved 
   [ ] Undergraduate/Graduate Academic 
   Board Chair 
   Date 
   [ ] Approved 
   [ ] Disapproved 
   [ ] College/School Curriculum Committee Chair 
   Date 
   [ ] Disapproved 
   [ ] Provost or Designee 
   Date
Date: 20 March 2012

To: Undergraduate Academic Board  
    Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)  
      T. Bart Quimby, Chair

RE: Proposed modification of Catalog language regarding course repeats.

The PAC has been approached about issues regarding the number of times a student can repeat a course. The PAC has identified UAB and GAB as the appropriate venue for the development of any policy in this area. To initiate this discussion, the PAC has drafted new catalog language to address this issue (see below).

In most cases students retake the course to achieve a passing grade, however there are cases of students trying to improve on an earned passing grade for purposes of increasing their GPA.

The problems with this practice seem to be:

- These students are often times taking up seats in oversubscribed courses,
- Students chances for success in the course are low (for example the student who took a course 15+ times in an attempt to pass) and they need advising to help them either be successful or find another educational alternative.

In discussion, it seems that the problem is primarily with specific courses which tend to be oversubscribed (the first bullet).

**Challenges**

Experience shows that it is difficult to enforce an enrollment requirement based on number of attempts unless the course is a specialty program requirement and the program is small and shares information about their students’ performance within the program. There is not a Banner option at the time of registration for checking number of times a student has enrolled.

It would be difficult to thoroughly enforce any such policy in a large general education course, or other high demand course with multiple sections and multiple instructors. Consequently any solution should make enforcement a faculty option instead of a hard requirement which would require extensive resources to enforce. This way the requirement could be enforced only where there is a significant problem.

There is some thought that programs could change their program catalog copy to restrict course with their prefix. The problem with this approach is that program catalog copy only applies to admitted majors.
Possible Solutions

It appears that there are two paths for addressing the problem.

- Modify the catalog section on Faculty Initiated Withdrawals to allow faculty to withdraw students who have taken the course at least twice. Faculty would have to do their own check on enrollment history in order to invoke this option.

- Modify the registration restrictions for each course with a statement that limits number of times a student may enroll in the course.

Both options could also be pursued. The language should probably capture students who withdrew from the course in addition to those who followed all the way through to a grade.

Action Sought

The PAC concluded that the first solution could be easily implemented with the second being offered to programs where there are specific course problems. The following suggested catalog copy would address the first bullet. It is requested that the two boards consider this action for inclusion in the Catalog. It would be nice to have in the next catalog, however there would be little harm done if left for the following catalog.

Proposed Catalog Copy

The highlighted text is the proposed new language.

Retaking Courses (currently p. 58)

Any course for which a student has received a transcripted grade may be retaken once at the student’s discretion, if the course is available and if permitted by the program offering the course. After a student has retaken a course once, faculty have discretion to initiate a drop or withdrawal of a student who registers for additional retakes. The student’s transcript will reflect all grades earned by the student in each semester in which the course is taken. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation.

The credit/no credit grading option cannot be selected when courses are to be retaken for GPA improvement. Students may not retake a course through credit-by-examination, correspondence, or through work at another college or university for the purpose of raising their grade point average at UAA.

To determine eligibility for graduation with honors, all credits and grades from retaken courses are included in GPA calculation.

Faculty-Initiated Drop or Withdrawal (currently p. 66)

A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.
The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class. Faculty have discretion to initiate a drop or withdrawal of a student who has already received a transcripted grade for the course and has already retaken the course once. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus.

Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
Date: August 8, 2012

To: Undergraduate Academic Board
  Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)

RE: Proposed modification of Catalog language regarding catalog year and course prerequisites

This request is to clarify catalog language regarding enforcement of course prerequisites. This was the subject of two recent student appeals. In one case, the student maintained that only the prerequisites found in the catalog for his catalog year could be enforced. The faculty understanding was that the student needed to meet the current prerequisite for the course. In AY12 Interim Vice Provost Bart Quimby discussed the issue with faculty leaders, and the consensus was that students must meet the course prerequisites in place at the time they take the course.

It is proposed that the language be clarified as shown below.

2011-2012 Catalog, pg 62
Catalog Year

Certificates and Associate Degrees
Each student's program catalog year is established when the student is first admitted into a certificate or degree program as a major or pre-major. A student's program catalog year is adjusted if the student formally postpones admission (see Postponed Admission in this chapter) or executes a change of major (See Change of Major or Degree in this chapter).
Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a certificate or associate degree program or the catalog in effect at the time of graduation.
If the requirements for a certificate or associate degree as specified in the entry-level catalog are not met within five years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Baccalaureate Degrees
Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular General Education Requirement (GER) in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.
If the requirements for a baccalaureate degree as specified in the entry-level catalog are not met within seven years of formal acceptance into the program, admission expires and the
student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

**Course Requirements**
Students must meet the enrollment requirements in effect for courses at the time they enroll in each course.

*2011-2012 Catalog, pg 66*

**Faculty-Initiated Drop or Withdrawal**
A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.

The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class at the time the course is taken. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus. Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
AWARD OF POSTHUMOUS DEGREES

University of Alaska Anchorage may confer posthumous degrees and certificates upon students who are deceased prior to but nearing formal completion of all degree/certificate requirements of the programs being pursued. Students who are not considered “nearing completion” as outlined below may still be considered for a Certificate of Attendance*.

A. Eligibility

To be eligible for the award of a University of Alaska Anchorage degree posthumously the student generally must have met the following conditions:

1. At the time of death, the student was nearing completion of work required for award of the degree. “Nearing completion” is defined as being registered in the final coursework required for degree. For graduate students in thesis programs, significant coursework should have been completed and the student should have commenced the research process. Graduate students in non-thesis programs should have completed a substantial portion of the required coursework.

2. The student was in good academic standing and was successfully progressing toward completion of requirements for the degree to be awarded. Put another way it is reasonable to assume that they would have graduated at the end of the semester.

3. Recommendation for award of the degree was made by faculty in the student’s major department, and approved by the department head, school or college dean and Provost, and, in the case of graduate students, the Dean of the Graduate School.

Final approval for awarding of posthumous degrees shall rest with the Provost.

B. Approval Process

The process for identifying and considering candidates for the award of degrees posthumously shall be as follows:

1. The Vice Chancellor for Student Affairs, Provost, or the Dean of the Graduate School, upon learning of the death of a University of Alaska Anchorage student, shall ascertain the relative academic standing of the student, as specified in paragraphs 1 and 2 of Section A above.

2. If the deceased student is determined to be eligible as a candidate for posthumous award of the degree being pursued, the Vice Chancellor for
Student Affairs, of the Dean of the Graduate School, will so certify to the Provost.
3. Upon learning that the deceased student is eligible for consideration for the award of a posthumous degree, the Provost will communicate this information to the appropriate school or college dean.
4. The departmental faculty, department head and dean will determine if the student’s overall record merits further consideration and recommendation that the posthumous award be granted; such information will be communicated to the Provost.
5. The Provost will weigh all information relating to each case independently. The Provost’s will communicate a decision to posthumously confer a degree to the deceased student’s family and to the University Registrar.

C. Awarding of Posthumous Degrees

Upon approval by the Provost the following procedure will be followed:

1. The Provost will notify the family of the deceased student.
2. The degree will be conferred at the next regularly scheduled commencement exercise.
3. The University Registrar will note the posthumous nature of the award on the diploma, the student’s permanent record and in the commencement program.

D. Extraordinary Circumstances

Cases that do not meet the above specified criteria may be considered when extraordinary circumstances prevail. In such cases, the appropriate faculty, department head, dean, and the Registrar will be consulted prior to a recommendation being prepared for the Provost’s consideration.

*CERTIFICATE OF ATTENDANCE

University of Alaska Anchorage may present a certificate of attendance upon students who are deceased who have attended the university but were unable to complete degree/certificate requirements of the program(s) being pursued.
September 14, 2012

To: UAB/GAB Governance Boards  
From: Lora Volden, University Registrar  

Re: Summer Add/Drop Deadlines  

Issue  
Add/drop deadlines for summer were historically established by the Office of the Registrar and have never been approved by faculty. With the removal of the 50% refund and the increasing numbers of “miscellaneous” part of term courses these dates are frequently called into question.  

Considerations  
- Having multiple deadlines is confusing for students, faculty, and staff and is difficult to enforce.  
- There is strong belief that students should be able to attend one class period before being financially accountable for course.  
- Banner cannot produce different add/drop dates for every scenario.  

Proposal  
Add/Drop Deadline for any summer course will be one week after the published start date. (i.e. class begins June 12, students may drop through 5 p.m. June 19th and get full refund. Students may also add through June 19th assuming faculty approval).  

Faculty approval will be required for all classes after the first class meeting. Even if space is available, faculty will need to approve a student adding the class.  

Withdrawal deadline will be the 3rd Friday of first and second five week term. All courses with a start date prior to June 10th will be held to the first withdrawal deadline, all other summer courses will be held to the second.