

Undergraduate Academic Board Agenda

October 12th, 2012

2:30-5:00

ADM 204

I. Roll

() Dave Fitzgerald (CBPP)	() Vacant (COE)	() Christina Stuiue (SA)	() Adjunct vacancy
() Paola Banchemo (CAS)	() Jeffrey Callahan (CTC)	() Francisco Miranda (FS CAS)	() USUAA vacancy
() Mari Ippolitio (CAS)	() Utpal Dutta (SOE)	() Alberta Harder (FSAL)	<u>Ex-Officio Members:</u>
() 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)	() Kathryn Hollis Buchanan (Kodiak)	() S&P
() Eileen Weatherby (COH)	() Thia Falcone (Adjunct)		

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

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

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**

Undergraduate Academic Board Summary

September 28th, 2012

2:30-5:00

LIB 307

I. Roll

(x) Dave Fitzgerald (CBPP)	() Vacant (COE)	(e) Christina Stuiwe (SA)	() Adjunct vacancy
(x) Paola Banchero (CAS)	(x) Jeffrey Callahan(CTC)	(x) Francisco Miranda (FS CAS)	() USUAA vacancy
(x) Mari Ippolitio (CAS)	(x) Utpal Dutta (SOE)	(x) Alberta Harder (FSAL)	<u>Ex-Officio Members:</u>
(e) Barbara Harville(CAS)	(x) Michael Hawfield (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) Joan O'Leary (Mat-su)	(x) Kathryn Hollis Buchanan(Kodiak)	() S&P
(e) 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)
Chg Minor, Environmental Studies (pg. 34-38)
Chg Major, Environment & Society BA (pg. 39-40)
Chg Major, Environment & Society BS (pg. 41-50)
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)

Chg ACCT A342 Managerial Cost Accounting (3)(3+0)(pg. 151-155)

Add ECON A211 The Economics of Fish (3)(3+0)(pg. 156-160)

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

1a. School or College CH College of Health		1b. Division No Division Code		1c. Department School of Medical Education	
2. Course Prefix BIOM	3. Course Number A490	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1.0 - 3.0	5b. Contact Hours (Lecture + Lab) (1 -3 +0)	
6. Complete Course Title Selected Lecture Topics in Biomedicine Selected Topics Biomedicine Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status Yes # of Repeats 3 Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2013 To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. BS, Biological Sciences		courtesy coordination		28Mar2012	
2.					
3.					
Initiator Name (typed): <u>Tim Hinterberger</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>28 Feb 2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>18Apr2012</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) Junior or Senior standing			
17. <input type="checkbox"/> Mark if course has fees		18. <input checked="" type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action Designed as an elective undergraduate course comparable to 400-level courses.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Initiator (faculty only) Date <u>Tim Hinterberger</u> Initiator (TYPE NAME) </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Department Chairperson Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Curriculum Committee Chairperson Date </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Dean/Director of School/College Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Provost or Designee Date </div> </div> </div>					

**University of Alaska Anchorage
College of Health
Course Content Guide**

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:

Student Learning Outcomes	Measures
1. Determine mean electrical axis of the heart	Take-home assignments
2. Analyze blood gas status of a patient	Take-home assignments
3. Calculate renal clearance and acid-base status of patients	Take-home assignments
4. Infer problems associated with gastrectomy	Take-home assignments

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 gastro-intestinal 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
- g. Pancreatic secretion
- 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

Costanzo, L. (2010). *Physiology* (4th ed.). Philadelphia, PA: Elsevier.

VII. Bibliography

Boron, W. F., & Boulpaep, E. L. (2012). *Medical physiology* (2nd ed.). Philadelphia, PA: Elsevier.

Hall, J. E. (2011). *Guyton & Hall's textbook of medical physiology* (12th ed.). Philadelphia, PA: Elsevier.

Koeppen, B. M., & Stanton, B. A. (2010). *Berne & Levy's physiology* (6th ed.). Philadelphia, PA: Elsevier.



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

1a. School or College CH College of Health		1b. Division ADHS Div of Human Svs Health Sci		1c. Department Human Services																	
2. Course Prefix HUMS	3. Course Number A324	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Introduction to Paraprofessional Counseling II Intro to Paraprof Counsel II <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions</div></div>			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date <small>semester/year</small> From: Spring/2013 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 35%;">Impacted Program/Course</th><th style="width: 20%;">Catalog Page(s) Impacted</th><th style="width: 20%;">Date of Coordination</th><th style="width: 25%;">Chair/Coordinator Contacted</th></tr></thead><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>		Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. AAS Human Services	156	2/13/12	Laura Kelley	2. Mat-Su - AAS Human Services	88-90 (Mat-Su Catalog)	2/14/12	Ann Yaros	3. KPC/Kachemak Bay Branch	88-89 (KPC Catalog)	2/14/12	Bettina Kipp/Carol Swartz				
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. AAS Human Services	156	2/13/12	Laura Kelley																		
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3. KPC/Kachemak Bay Branch	88-89 (KPC Catalog)	2/14/12	Bettina Kipp/Carol Swartz																		
Initiator Name (typed): <u>Laura Kelley</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/17/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/17/2012</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Provides students both theory and skill development learning experiences designed to advance paraprofessional counseling skills.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) HUMS A223 with a minimum grade of C		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) N/A																			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> 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.																					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>																					
Initiator (faculty only) <u>Laura Kelley</u> Initiator (TYPE NAME)		Dean/Director of School/College _____ Date _____																			
<input type="checkbox"/> Approved		<input type="checkbox"/> Approved																			
<input type="checkbox"/> Disapproved Department Chairperson _____ Date _____		<input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____																			
<input type="checkbox"/> Approved		<input type="checkbox"/> Approved																			
<input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____		<input type="checkbox"/> Disapproved Provost or Designee _____ Date _____																			

[illegible]

**University of Alaska Anchorage
College of Health
Course Content Guide**

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-Requisite	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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
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

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
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 Written 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

- Corey, M. S., & Corey, G. (2010). *Becoming a helper* (6th ed.). Belmont, CA: Brooks/Cole.
- Rosengren, D. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York, NY: Guilford Press.

VII. Bibliography

- Chang, V., Scott, S., & Decker, C. (2009). *Developing helping skills: Step-by-step approach*. Belmont, CA: Brooks/Cole.
- Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (2010). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). Washington, DC: American Psychological Association.
- Egan, G. (2010). *The skilled helper: A problem-management and opportunity- development approach to helping* (9th ed.). Belmont, CA: Brooks/Cole.
- Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2008). *Essential interviewing: A programmed approach to effective communication* (6th ed.). Belmont, CA: Brooks/Cole.
- Gallardo, M. E., Yeh, C. J., Trimble, J. E., & Parham, T. A. (Eds). (2012). *Culturally adaptive counseling skills: Demonstrations of evidenced based practices*. Thousand Oaks, CA: Sage.
- Hill, C. E. (2009). *Helping skills: Facilitating exploration, insight, and action* (3rd ed.). Washington, DC: American Psychological Association.
- Levers, L.L. (2012). *Trauma counseling: Theories and interventions*. New York, N.Y. Springer Publishing.
- Miller, L. (2008). *Counseling crime victims: Practical strategies for mental health professionals*. New York, N.Y. Springer Publishing.



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: or Graduate: CHOOSE ONE Associate of Applied Science				
4. Type of Action: PROGRAM PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate				
5. Implementation Date (semester/year) From: Fall/2013 To: /9999				
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: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function				
8. Justification for Action Revise curriculum to meet recent accreditation standards and certification requirements.				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;">Laura Kelley</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME) _____</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="width: 45%;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Department Chairperson _____ Date _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Curriculum Committee Chairperson _____ Date _____</div> </div> </div> </td> <td style="width: 50%; border: none;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="width: 45%;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Dean/Director of School/College _____ Date _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Undergraduate/Graduate Academic Board Chairperson _____ Date _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Provost or Designee _____ Date _____</div> </div> </div> </td> </tr> </table>			<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;">Laura Kelley</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME) _____</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="width: 45%;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Department Chairperson _____ Date _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Curriculum Committee Chairperson _____ Date _____</div> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="width: 45%;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Dean/Director of School/College _____ Date _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Undergraduate/Graduate Academic Board Chairperson _____ Date _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Provost or Designee _____ Date _____</div> </div> </div>
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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):

ANTH A200	Natives of Alaska (3)	3
	or	
ANTH A202	Cultural Anthropology (3)	
HUMS A101	Introduction to Human Services	3
HUMS A107	History and Systems of Human Services	3
HUMS A185	Introduction to Field Work	3
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 A150	Lifespan Development (3)	
2. Complete 9 credits from the following list of selectives: 9

HUMS A106	Introduction to Social Welfare (3)	
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 A155	Human Relations in the Workplace (3)	
HUMS A224	Conflict and Collaborative Systems (3)	
HUMS A226	Intervention Continuum in Substance Abuse Counseling (3)	

3. Choose 12 credits of electives. Consultation with faculty advisor recommended. 12
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, its target populations ~~and~~ services delivered, and interaction with ~~their~~ community partners.
 - Development of ~~their~~ a professional self ~~ives~~ and ~~identities~~ 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

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	or	
ANTH A202	Cultural Anthropology (3)	
HUMS A101	Introduction to Human Services	3
HUMS A107	History and Systems of Human Services	3
HUMS A185	Introduction to Field Work	3
HUMS/		
SWK A106	Introduction to Social Welfare	3
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 A150	Lifespan Development (3)	3

- Complete ~~6-9~~ credits from ~~one of the emphasis areas~~ the following list of selectives:

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

General Human Services Emphasis

Complete 6 credits from the following: 6

~~HUMS A106~~ Introduction to Social Welfare (3)
HUMS A122 Substance Abuse as a

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Contemporary Problem (3)
HUMS A123 Public Education and Prevention in
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 A256 Groups and Organizations (3)
HUMS A350 Men and Masculinity (3)
PSY A245 Child Development (3)
PSY A261 Research Methods in Psychology (4)
PSY A345 Abnormal Psychology (3)
SOC A202 Social Institutions (3)
SOC A242 An Introduction to Marriage,
Family and Intimate Relationships (3)
SOC A246 Adolescence (3)
SOC/PSY A453 Application of Statistics to the
Social Sciences (3)

Substance Abuse Emphasis

Complete 6 credits from the following: 6

HUMS A122 Substance Abuse as a
Contemporary Problem (3)
HUMS A123 Public Education and Prevention in
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)
SWK A471 Addictions and Social Work (3)

Family and Youth Emphasis

Complete 6 credits from the following: 6

HUMS A350 Men and Masculinity (3)
HUMS A416 Substance Abuse and the Older Adult (3)
PSY A245 Child Development (3)
SOC A242 An Introduction to Marriage,
Family and Intimate Relationships (3)
SOC A246 Adolescence (3)

Disabilities Emphasis

Complete 6 credits from the following: 6

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 (3)

Diversity Issues Emphasis

Complete 6 credits from the following: 6

AKNS A101 Alaska Native Languages I (4)
AKNS A102 Alaska Native Languages II (4)
AKNS A109 Alaska Native Language
Orthography (4)
AKNS A201 Alaska Native Perspectives (3)
AKNS A492 Seminar: Cultural Knowledge of
Native Elders (3)

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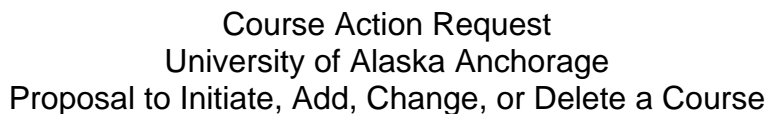
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~~ANTH A270 — Cross-Cultural Perspectives on
Women (3)~~
~~HUMS A350 — Men and Masculinity (3)~~
~~HUMS A416 — Substance Abuse and the Older
Adult (3)~~
~~WS A200 — Introduction to Women's Studies and
Gender Studies (3)~~

3. Choose 12 credits of electives. Consultation with faculty advisor recommended.
4. A total of 60 credits is required for the degree.

12

22

COURSE CONTENT GUIDE
Matanuska-Susitna College
University of Alaska Anchorage
Community and Technical College

Department: CST: Computer Systems Technology
Program: CST: Computer Systems Technology

November 14, 2011

Course Title: Industry PC Configuration Essentials
Course Number: CNT A240

2.0 Credits

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

Wright, B., & Plesniarski, L. (2011). *MCTS Guide to Microsoft® Windows 7: (Exam # 70-680)*. Boston, MA: Course Technology

VIII. Bibliography

Bott, E., Siechert, C., & Stinson, C. (2010). *Windows® 7: Inside out*. Redmond, WA: Microsoft Press.

Jang, M. (2010). *LPIC-1 in depth*. Boston, MA: Course Technology.

Stanek, W. (2009). *Active Directory®: Administrator's pocket consultant*. Redmond, WA: Microsoft Press.

Stanek, W. (2010). *Windows® 7: Administrator's pocket consultant*. Redmond, WA: Microsoft Press.

Stanek, W. (2009). *Windows® group policy: Administrator's pocket consultant*. Redmond, WA: Microsoft Press.

Tulloch, M. (2010). *Windows® 7: Resource kit*. Redmond, WA: Microsoft Press.

Wright, B., & Plesniarski, L. (2011). *MCTS Guide to Microsoft® Windows 7: (Exam # 70-680)*. Boston, MA: Course Technology.

IX. Student Learning Outcomes and Assessments

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

Upon successful course completion, students will be able to:	This outcome will be assessed by one or more of the following:
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

1a. School or College MA Mat-SU		1b. Division No Division Code		1c. Department CST																	
2. Course Prefix CNT	3. Course Number A241	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 Credits	5b. Contact Hours (Lecture + Lab) (2+2)																	
6. Complete Course Title Administering and Supporting Industry Network Infrastructure Admin Sup Ind Net Infra <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats 0 Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date <small>semester/year</small> From: Spring/2013 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>																		
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 border="1" style="width:100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:15%;">Catalog Page(s) Impacted</th> <th style="width:15%;">Date of Coordination</th> <th style="width:35%;">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 Correre</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>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Mat-Su CST	UAA	2/14/2011	H Banks	2. Kodiak College CST	UAA	2/14/2011	Heather Correre	3. UAA CTC	UAA	2/14/2011	K. Griffis / G. Plunkett
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3. UAA CTC	UAA	2/14/2011	K. Griffis / G. Plunkett																		
Initiator Name (typed): <u>Harry Banks</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/14/2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/2011</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Provides an introduction to network infrastructure in a mixed enterprise environment.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) CNT A240		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) N/A																			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course																			
19. Justification for Action This course provides one of several components to an industry certification.																					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> _____ Date _____ Dean/Director of School/College </div> <div style="margin-bottom: 10px;"> _____ Date _____ Undergraduate/Graduate Academic Board Chairperson </div> <div style="margin-bottom: 10px;"> _____ Date _____ Provost or Designee </div> </div> </div> <div style="margin-top: 10px;"> Initiator (faculty only) _____ Date _____ Harry Banks Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </div>																					

COURSE CONTENT GUIDE
Matanuska-Susitna College
University of Alaska Anchorage
Community and Technical College

Department: CST: Computer Systems Technology
Program: CST: Computer Systems Technology

November 14, 2011

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

Wright, B., & Plesniarski, L. (2011). *MCTS guide to Microsoft® Windows 7[™]* (Exam # 70-680). Boston, MA: Course Technology.

VIII. Bibliography

- Jang, M. (2009). *LIPIC-1 in depth*. Boston, MA: Course Technology.
- Smith, R. (2011). *LPIC-2 Linux Professional Institute Certification study guide: Exams 201 and 202*. San Francisco, CA: Sybex.
- Stanek, W. (2009a). *Active Directory®: Administrator's pocket consultant*. Redmond, WA: Microsoft.
- Stanek, W. (2010). *Windows® 7: Administrator's pocket consultant*. Redmond, WA: Microsoft.
- Stanek, W. (2009b). *Windows® Group policy: Administrator's pocket consultant*. Redmond, WA: Microsoft.
- Tulloch, M., Northup, T., Honeycutt, J., & Wilson, E. (2010). *Windows® 7: Resource kit*. Redmond, WA: Microsoft.

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

X. Student Learning Outcomes and Assessments

Upon successful course completion, the student will be able to:	Student learning outcomes will be assessed by one or more of the following:
Comprehend, deploy, and configure name resolution networks and DHCP services	Labs
Configure IP routing and firewalls, including IPSec, NAT, wireless, and remote networks	Labs
Configure network access protection	

	Labs
Manage software updates and use update services	Labs
Monitor and evaluate computer performance	Labs Hands-on demonstrations
Read and interpret event logs	Labs Hands-on demonstrations
Monitor and evaluate performance and reliability	Labs Hands-on demonstrations
Manage files, file security, backups, and folders	Labs Hands-on demonstrations
Manage printers	Labs Hands-on demonstrations Written and/or computer aided tests



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 A242	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 Credits	5b. Contact Hours (Lecture + Lab) (2+2)																	
6. Complete Course Title Industry Network Directory Configuration Ind Net Dir Config <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> College <input type="checkbox"/> Other</div> <div><input type="checkbox"/> Level <input type="checkbox"/> Major (please specify)</div> </div> </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats 0 Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date <small>semester/year</small> From: Spring/2013 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 border="1" style="width:100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Mat-Su CST</td> <td>UAA 182, 183</td> <td>2/14/2011</td> <td>H Banks</td> </tr> <tr> <td>2. Kodiak College CST</td> <td>UAA 182, 183</td> <td>2/14/2011</td> <td>Heather Corriere</td> </tr> <tr> <td>3. UAA CTC</td> <td>UAA 182,183</td> <td>2/14/2011</td> <td>K. Griffis / G. Plunkett</td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) 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
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Initiator Name (typed): <u>Harry Banks</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: _____ <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>2/10/2011</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Provides an introduction for installing, configuring, and deploying application services in an enterprise networked environment.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) CNT A241		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
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COURSE CONTENT GUIDE
Matanuska-Susitna College
University of Alaska Anchorage
Community and Technical College

Department: CST: Computer Systems Technology
Program: CST: Computer Systems Technology

March 30, 2012

Course Title: Industry Network Directory Configuration

Course Number: CNT A242

3.0 Credits

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

Panek, W., & Chellis, J. (2008). *MCTS Windows Server® 2008 Active Directory configuration study guide*. Indianapolis, IN: Wiley.

VIII. Bibliography

Holm, D., Ruest, N., & Ruest, D. (2008). *Configuring Windows Server® 2008 Active Directory (MCTS Exam 70-640)*. Redmond, WA: Microsoft.

Panek, W., & Chellis, J. (2008). *MCTS Windows Server® 2008 Active Directory configuration study guide*. Indianapolis, IN: Wiley.

Stanek, W. (2009a). *Active Directory®: Administrator's pocket consultant*. Redmond, WA: Microsoft.

Stanek, W. (2009b). *Windows® Group Policy: Administrator's pocket consultant*. Redmond, WA: Microsoft.

IX. Instructional Goal: To provide students with the skills needed for effective network directory configuration and administration**X. Student Learning Outcomes and Assessments**

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



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 A243	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 Credits	5b. Contact Hours (Lecture + Lab) (2+2)																	
6. Complete Course Title Industry Application Infrastructure Ind App Infrastructure <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions</div></div>			9. Repeat Status No # of Repeats 0 Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date <small>semester/year</small> From: Spring/2013 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;"><small>Cross-Listed Coordination Signature</small></div>																		
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13b. Coordination Email Date: _____ <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: _____																		
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15. Course Description (<i>suggested length 20 to 50 words</i>) Provides an introduction for application support and deployment in an enterprise networked environment.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) CNT A241 or CNT A242		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> 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.																					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>																					
Initiator (faculty only) <u>Harry Banks</u> Initiator (TYPE NAME)			Dean/Director of School/College _____ Date _____																		
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved																		
<input type="checkbox"/> Disapproved Department Chairperson _____ Date _____			<input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____																		
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved																		
<input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____			<input type="checkbox"/> Disapproved Provost or Designee _____ Date _____																		

COURSE CONTENT GUIDE
Matanuska-Susitna College
University of Alaska Anchorage
Community and Technical College

Department: CST: Computer Systems Technology
Program: CST: Computer Systems Technology

March 30, 2012

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

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

Hassell, J. (2008). *Windows Server® 2008: The definitive guide*. Sebastopol, CA: O'Reilly Media.

Macklin, J. C. (2008). *MCTS self-paced training kit (Exam 70-643): Configuring Windows Server® 2008 Applications Infrastructure*. Redmond, WA: Microsoft.

Stidley, J. (2008). *MCTS Windows Server® 2008 Application Infrastructure configuration: Study guide (Exam 70-643)*. Indianapolis, IN: Wiley.

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

VIII. Student Learning Outcomes and Assessments

Upon successful course completion, the student will be able to:	Student learning outcomes will be assessed by one or more of the following:
Deploy servers in a networked environment	Labs Hands-on demonstrations
Configure application deployment services	Homework assignments Labs Written and/or computer aided tests
Deploy virtual machines	Labs Hands-on demonstrations Written and/or computer aided tests
Implement an activation infrastructure	Labs Hands-on demonstrations Written and/or computer aided tests
Configure server storage and clusters	Homework assignments Labs Written and/or computer aided tests
Install, configure, and manage terminal services	Homework assignments Labs Hands-on demonstrations Written and/or computer aided tests
Install and configure Web applications	Homework assignments Labs Hands-on demonstrations Written and/or computer aided tests
Configure FTP and SMTP services	Homework assignments Labs Hands-on demonstrations Written and/or computer aided tests
Describe a plan for implementing	Homework assignments

SharePoint services	Labs Written and/or computer aided tests
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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 Managemnt <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions</div></div>			9. Repeat Status No # of Repeats 0 Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date <small>semester/year</small> From: Spring/2013 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 35%;">Impacted Program/Course</th><th style="width: 20%;">Catalog Page(s) Impacted</th><th style="width: 20%;">Date of Coordination</th><th style="width: 25%;">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 Corrie</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>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Mat-Su CST	UAA	2/14/2011	H Banks	2. Kodiak College CST	UAA	2/14/2011	Heather Corrie	3. UAA CTC	UAA	2/14/2011	K Griffis / G Plunkett
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13b. Coordination Email Date: <u>2/14/2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/2011</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number</i>) ENGL A212		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) Satisfactory completion of 12 CNT Credit hours with a minimum grade of C																			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> 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.																					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><div>Initiator (faculty only) Harry Banks Initiator (TYPE NAME)</div><div>Date</div></div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><div>Department Chairperson</div><div>Date</div></div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><div>Curriculum Committee Chairperson</div><div>Date</div></div></div><div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><div>Dean/Director of School/College</div><div>Date</div></div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><div>Undergraduate/Graduate Academic Board Chairperson</div><div>Date</div></div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><div>Provost or Designee</div><div>Date</div></div></div></div>																					

COURSE CONTENT GUIDE
Matanuska-Susitna College
University of Alaska Anchorage
Community and Technical College

Department: CST: Computer Systems Technology
Program: CST: Computer Systems Technology

March 9, 2012

Course Title: Information Technology Project Management
Couse 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 listserve.
- I.** Course level justification: Enables students to synthesize Information Technology-related knowledge and skills in a project management environment.

III. Course Activities

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

IV. Course Prerequisites

ENGL A212

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

Phillips, J. (2010). *IT Project Management: On track from start to finish*, (3rd ed.) New York, NY: McGraw-Hill.

VIII. Bibliography

Project Management Institute. (2008). *A guide to the Project Management body of knowledge*, (4th ed.) Newtown Square, PA: Project Management Institute.

Schwalbe, K. (2010). *Information Technology Project Management, revised*. Boston, MA: Course Technology.

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

X. Student Learning Outcomes and Assessments

Upon successful course completion, the student will be able to:	Student learning outcomes will be assessed by one or more of the following:
Identify and document the purpose of a new project	Homework assignments Team/group activity (e.g., identification and discussion with customer)
Identify stakeholders and develop requirements from stakeholders	Homework assignments Team/group activity (e.g., identification and discussion with stakeholders)
Develop project milestones	Homework assignments Team/group activity (e.g., discuss timeline with team and stakeholders)
Identify appropriate levels of budgeting for each project phase and develop the appropriate budget	Homework assignments Team/group activity (e.g., review cost estimates and develop consolidated draft budget)
Identify various information technology project cycles	Homework assignments
Analyze project risks; develop and evaluate contingencies to mitigate risk	Homework assignments Team/group activity (e.g., periodic progress review)

Formalize and assign roles to team members	Class activity or role play Team/group activity (e.g., develop RACI diagram)
Create a project proposal document which includes a scope of work, milestones, team assignments, budget, and risk analysis	Homework assignments Written proposal
Track and summarize project progress	Regular logs Final documents



1a. School or College MA Mat-SU	1b. 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: <input type="checkbox"/> Yes or <input type="checkbox"/> No			
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;">PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%; vertical-align: top;">PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
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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: <div style="text-align: center;"><input type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function</div>			
8. Justification for Action This technical degree needs to be updated to reflect current trends in related technology			
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;"><div>Initiator (faculty only) _____ Date _____ Harry Banks Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____</div></td><td style="width: 50%; vertical-align: top;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____</div></td></tr></table>		<div>Initiator (faculty only) _____ Date _____ Harry Banks Initiator (TYPE NAME)</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____</div>	<div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____</div>
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Computer Systems Technology

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

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

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

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

1. the ability to manage an IT-related project by professionally and ethically utilizing business principles, communication skills, and teamwork;
2. competence in IT workplace service skills through customer service, troubleshooting, and implementation of security;
3. an understanding of IT concepts and technical skills, installing and configuring operating systems, and using utility software;
4. knowledge of computer hardware and peripherals; and
5. knowledge of network infrastructure, network workgroups, and domain administration.

Associate of Applied Science, Computer Systems Technology

Admission Requirements

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

Academic Progress

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

Additionally, all students are required to pass CIS A105 or CIS A110 with a C or better or possess equivalent knowledge prior to graduating from the degree program. This

requirement can also be met by obtaining an appropriate score on the Computer Systems placement test.

General University Requirements

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

Major Requirements

Complete the following required courses:

1. Workforce Skills 12 Credits

BA A151 Introduction to Business (3)*

BA A231 Fundamentals of Supervision (3)

ENGL A212 Technical Writing (3)*

MATH A105 Intermediate Algebra (3)*†

or

MATH A107 College Algebra (4)*†

or

MATH A172 Applied Finite Mathematics (3)*†

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

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

2. Computer Knowledge and Project Skills 18 Credits

CNT A160 PC Operating Systems (3)

CNT A165 Customer Service Fundamentals (1)

CNT A168 Computer User Support and Help Desk (3)

CNT A210 PC Technician Fundamentals (3)

or

CNT A180 PC Peripherals, Storage and A+ Certification (4)

CNT A212 Network Technician Fundamentals (3)

or

CNT A183 Local Area Networks (3)

CNT A275 Information Technology Project Management (2)

or

CIOS A270 Project Management (2)

CNT A276 Individual Technical Project (3)

or

CNT A282 Industry Workplace Experience (3)

3. Industry Server Operating System Environment 11 Credits

CNT A240 Industry PC Configuration (2)

CNT A241 Industry Network Infrastructure (3)

CNT A242 Industry Network Directory Configuration (3)

CNT A243 Industry Application Infrastructure (3)

4. Network Router and Switching 16 Credits

CNT A170 CCNA 1 Network Fundamentals (4)

CNT A261 CCNA 2 Router Fundamentals and Protocols (4)

CNT A270 CCNA 3 Switching and Wireless (4)

CNT A271 CCNA 4 WAN Access (4)

5. Complete 6 Credits from the following courses:

CNT A264 Introduction to Information Security (3)

CNT A290 Selected Topics in Information Technology (1 to 4) **

CNT A390 Selected Topics in Computer and Networking Technology (1 to 4) **

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

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

FACULTY

Harry Banks, Instructor, hbanks@matsu.alaska.edu

Heather Corriere, Assistant Professor, hcorriere@kodiak.alaska.edu

~~COMPUTER SYSTEMS TECHNOLOGY~~ Computer Systems Technology

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

An Associate of Applied Science in Computer Systems Technology (CST) provides ~~skills and education for qualified workers~~ in the field of network and systems administration. ~~The degree is designed to teach students~~ This program encompasses vendor-neutral and theoretical concepts and practices; it also includes both ~~the business and IT related concepts needed to enter the workforce as a~~ Windows Server operating systems administrator and technician. Four, Cisco routing and switching technology. Five or more full-time semesters are required to complete the degree program. ~~An AAS in CST can be earned.~~

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 ~~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 ~~principles, communication skills, and teamwork;~~
2. competence in IT workplace service skills through customer service, troubleshooting, and implementation of security;
3. an understanding of ~~a wide variety of~~ IT concepts and technical ~~concepts, from the latest version of the Windows Operating System to routing and switching technology~~ skills, installing and configuring operating systems, and using ~~Cisco equipment. Graduates will also have a wide body of~~ utility software;
4. knowledge ~~in vendor-neutral~~ of computer hardware and ~~theoretical concepts~~ peripherals; and ~~practices.~~

~~Both the Matanuska-Susitna and the Kodiak campuses offer the degree program.~~

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

~~The educational objectives of the Computer Systems Technology program are to produce graduates who:~~

1. Have sufficient technical competence to obtain employment as an entry-level technician and to be able to progress professionally within the discipline and are prepared for advanced study.
2. Are able to communicate their ideas.
3. Are able to work within a team environment.
4. Are able to apply their **knowledge** and skills to create and operate networked computer systems that provide solutions and add to the capabilities of business organizations.
5. Demonstrate their understanding of professional and ethical behavior in the workplace.

Students graduating from this program will demonstrate:

1. Proficiency in operating system, utility software and 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. 3. Management of user accounts and group accounts in a MS Windows workgroup and/or workgroups, and domain administration.

4. Ability to identify, design, and implement a network services management strategy.
5. Setup, configuration, and management of a router to include: router interfacing, command line editing, startup, setup, and configuration.
6. Proficiency in the management of local area networks (LANs).
7. Application of customer service principles, including relationships, perceptions, telephone techniques, quality, ethics, record keeping, interpersonal relationships, and teamwork.
8. Application of business principles and the fundamentals of investment, finance, organization, operation and management within a business entity.
9. Application of project management principles and practices, and use of appropriate project management software in the workplace.

Associate of Applied Science

Associate of Applied Science, Computer Systems Technology

Admission Requirements

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

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

Academic Progress

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

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

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~~CNT A210 PC Technician Fundamentals 3~~

~~CNT A212 Network Technician Fundamentals 3~~

~~CNT A240 Windows System Essentials 2~~

~~CNT A241 Administering and Supporting~~

~~Windows Workstations and Server 3~~

~~CNT A242 Windows Network Infrastructure~~

~~Administration 3~~

~~CNT A243 Windows Directory Services Administration 3~~

~~CNT A244 Designing Secure Windows Networks 3~~

~~CNT A245 Windows Directory Services Design 2~~

~~CNT A246 Windows Network Infrastructure Design 2~~

~~CNT A261 CCNA 2 Router Fundamentals~~

~~and Protocols 4~~

~~CNT A270 CCNA 3 Switching and Wireless 4~~

~~CNT A271 CCNA 4 WAN Access 4~~

~~CNT A276 Individual Technical Project (1-3) 3~~

~~or~~

~~CNT A282 Industry Workplace Experience (1-3)~~

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. Students are required to meet a 2-credit~~

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)

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 ~~67-68~~ **69 or more** credits ~~is~~ **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

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																	
2. Course Prefix PER	3. Course Number A190	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 1-4 credits	5b. Contact Hours (Lecture + Lab) (0-4+0-8)																	
6. Complete Course Title Selected Topics in Health, Physical Education & Recreation Selected Topics in HPER <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
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			11. Implementation Date <small>semester/year</small> From: spring /2013 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with n/a <input type="checkbox"/> Stacked with n/a <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature _____</div>																		
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. n/a</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. n/a				2.				3.			
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Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>4/16/2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>4/16/2011</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Examines selected topics in the Health, Physical Education, & Recreation industry according to industry demand or faculty expertise.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) Department approval																			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input checked="" type="checkbox"/> 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.																					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) <u>T.J. Miller</u> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Approved</div> <div><input type="checkbox"/> Disapproved</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Disapproved</div> <div><input type="checkbox"/> Approved</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Disapproved</div> <div><input type="checkbox"/> Approved</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Disapproved</div> <div><input type="checkbox"/> Approved</div> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Date _____ Dean/Director of School/College </div> <div style="margin-bottom: 10px;"> Date _____ Undergraduate/Graduate Academic Board Chairperson </div> <div style="margin-bottom: 10px;"> Date _____ Provost or Designee </div> </div> </div>																					

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department:	HPER	Date: 11 April 2012
Course Number:	PER A190	
Course Title:	Selected Topics in Health, Physical Education & Recreation	
Credits:	1-4	

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.

Student Learning Outcomes After successful completion of the course, the student will be able to:	Assessment Procedures
Develop and refine skills in selected topic area.	Assignments, projects, written or performance tests
Relate skills and concepts to industry standards.	Assignments, projects, written or performance tests
Delineate how the issues of various topics impact individuals, families and communities.	Assignments, projects, written or performance tests
Illustrate how the concepts of selected topic, can lead to desired outcomes.	Assignments, projects, written or performance tests

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:

- Martin, T. & Whitis, D. (2008). *Guide to the Colorado River in the Grand Canyon: From Lees Ferry to South Cove*. Flagstaff, AZ: Vishnu Temple Press.
- Powell, J.W. (2003). *The exploration of the Colorado River and its canyons*. New York, NY: Penguin
- Whitney, S. (1996). *A field guide to the Grand Canyon*. Seattle, WA: The Mountaineers.

III. Sample Bibliography:

- Addison, G. (2000). *Whitewater rafting: The essential guide to equipment and techniques*. Mechanicsburg, PA: Stackpole.
- Bechdel, L., & Ray, S. (1997). *River rescue*. Boston, MA: Appalachian Mountain Club.
- Coelleo, S., Harlin, J., Howe, S., & Kesselheim, A. (1997). *Making camp: A complete guide for hikers, mountain bikers, paddlers and skiers*. Seattle, WA: The Mountaineers.
- Ellison, J. (1991). *Basic essentials: Rafting*. Guilford, CT: Globe Pequot.
- Johnson, J. (1994). *Whitewater rafting manual*. Mechanicsburg, PA: Stackpole.
- Kuhne, C. (1995). *Whitewater rafting: An introductory guide*. New York, NY: Lyons and Burford.
- Ray, S. (1997). *Swiftwater rescue: A manual for the rescue professional*. Ashville, NC: Atwood.
- Walbridge, C., & Sunmacher, W. (1995). *Whitewater rescue manual: New techniques for canoeists, kayakers & rafters*. Camden, ME: Ragged Mountain.

Walbridge, C., & Tinsley, J. (1996). *River safety anthology: Accounts of rescue and tragedy on North American rivers*. Birmingham, AL: Menasha Ridge.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																	
2. Course Prefix PEP	3. Course Number A490	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 1-6 credits	5b. Contact Hours (Lecture + Lab) (0-6+0-18)																	
6. Complete Course Title Selected Topics in Health, Physical Education & Recreation Selected Topics in HPER <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date <small>semester/year</small> From: spring /2013 To: /9999																		
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Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																					
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15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number</i>) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) Department approval																			
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19. Justification for Action New course to add availability to meet industry demand and/or faculty expertise.																					
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department:	HPER	Date: 11 April 2012
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:

- Hoffman, S., & Harris, J. (2000). *Introduction to kinesiology: Studying physical activity*. Champaign, IL: Human Kinetics.
- Mechikoff, R., & Estes, S. (2001). *History and philosophy of sport and physical Education*. Columbus, OH: McGraw-Hill.
- Morgan, W., Meier, K., & Schneider, A. (2001). *Ethics in sport*. Champaign, IL: Human Kinetics.
- Siedentop, D. (2000). *Introduction to physical education, fitness, and sport*. Columbus, OH: McGraw-Hill.

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.

Student Learning Outcomes After successful completion of the course, the student will be able to:	Assessment Procedures
Generate knowledge in selected topic area.	Assignments, projects, written or performance tests
Compare and contrast topical concepts into health, physical education, and recreation.	Assignments, projects, written or performance tests
Correlate topical impacts to individuals, groups, and communities.	Assignments, projects, written or performance tests
Evaluate how the concepts of research, can lead to desired outcomes.	Assignments, projects, written or performance tests
Justify topical significance to health, physical education, and recreation.	Assignments, projects, written or performance tests

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:

Maughan, R.J. (2008) *The Olympic textbook of science in sport*. Hoboken, NJ: Wiley-Blackwell.

Ross, S. (1999). *The original Olympics*. New York, NY: Peter Bedrick Books.

Swaddling, J. (2000). *The ancient Olympic games*. Austin, TX: University of Texas.

Young, D.C. (2002). *The modern Olympics: A struggle for revival*. Baltimore, MD: Johns Hopkins University Press.

Miller, S.G. (2006). *Ancient Greek athletics*. New Haven, CT: Yale University Press.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ACCT	
2. Course Prefix ACCT	3. Course Number A316	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Accounting Informations Systems II Accounting Info Systems II Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Spring/2013 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. Accounting, BBA		134	04/02/2012	Pat Fort	
2. ACCT A452		317	02/02/2012	Pat Fort	
3.					
Initiator Name (typed): <u>Kevin Dow</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>04/20/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>04/20/2012</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) CBPP majors must be admitted to upper-division standing.			
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action Added CIS A280 as a alternative to CIS A305 as a prerequisite, updated course description, and updated CCG.					

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Soren Orley</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

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

Dunn, Cheryl L., J. Owen Cherrington and Anita S. Hollander. Enterprise Information Systems A Pattern-Based Approach, 3rd Edition. McGraw-Hill, Boston, 2005.

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

A. Instructional Goals. The instructor will:
1. Discuss the evolution of accounting information systems.
2. Apply systems documentation techniques including document flowcharts, data flow diagrams, and systems flowcharts to evaluate existing systems and the design of new systems.
3. Provide an introduction to relational databases as they apply to accounting.
4. Discuss the issues involved in designing a database and introduce database modeling using the REA model.
5. Discuss the steps to implementing an REA model in a database.
6. Discuss the internal control implications of building accounting systems in a database.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Explain the evolution of accounting information systems.	Exams, quizzes, or in-class exercises
2. Use flowcharts and data flow diagrams to analyze, evaluate, and develop information systems.	Exams or quizzes
3. Describe the relational database model as used in accounting and contrast it with the traditional accounting model.	Exams or quizzes
4. Identify the issues involved in designing a database.	Exams or quizzes
5. Model data using the REA model.	Exams, quizzes, and homework
6. Implement an REA model of a specific transaction cycle in a relational database.	Projects
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.	Presentations



Course Action Request

University of Alaska Anchorage

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

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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update course outline and bibliography (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Spring/2013 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 .					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Business Administration, Accounting		134	03/01/2012	Pat Fort	
2. Bachelor of Business Administration, Global Logistics and Supply Chain Management		137,138	03/01/2012	Philip Price	
3.					
Initiator Name (typed): <u>DJ Kilpatrick</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>04/06/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>04/06/2012</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) College of Business & Public Policy majors must be admitted to upper-division standing.			
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action Change course description. Update CCG.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>DJ Kilpatrick</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>					

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

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

Horngren, C. T., Datar, S. M., & Rajan, M. V. (2012). *Cost accounting, A managerial emphasis* (14th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

VII. Bibliography

American Accounting Association. <http://www.aaahq.org>.

American Institute of Certified Public Accountants. <http://www.aicpa.org>.

Association to Advance Collegiate Schools of Business. <http://www.aacsb.edu>.

Blocher, E., Stout, D., & Cokins, G. (2010). *Cost management, A strategic emphasis*. (5th ed.). New York, NY: McGraw-Hill.

Duska, R. F., Duska, B. S., & Ragatz, J. (2011). *Accounting ethics* (2nd ed.). Malden, MA: Wiley-Blackwell.

Gleim, I. N., & Flesher, D. L. (2010). *Gleim CMA review* (15th ed.). Gainesville, FL: Gleim Publications, Inc.

Hansen, D. R., & Mowen, M. A. (2011). *Cornerstones of cost accounting*. Mason, OH: South-Western Cengage Learning.

Institute of Management Accountants. <http://www.imanet.org>.

Kinney, M. R., & Raiborn, C. A. (2011). *Cost accounting: Foundations and evolutions* (8th ed.). Mason, OH: South-Western Cengage Learning.

May, C. B., & May, G. S. (2012). *Effective writing: A handbook for accountants*. (9th ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals The instructor will:
1. Discuss the business environment and how accounting provides information that helps managers fulfill their responsibilities.
2. Explain how to assign costs to cost objects using appropriate methodologies.
3. Explain cost behavior and cost-volume-profit analysis.
4. Compare and contrast different costing systems used for planning, control, reporting, and decision-making purposes.
5. Explain the use of static budgets, flexible budgets, and variance analysis for planning and control.
6. Explain the development and use of relevant cost and revenue information for short-term and pricing decisions.
7. Discuss accounting methods used to accumulate and allocate costs.
8. Discuss and illustrate the use of both discounted and non-discounted cash flow models in capital budgeting, including the effect of taxes on capital budgeting decisions.

B. Student Learning Outcomes Students will be able to:	Assessment Method
1. Explain the role of cost accounting in the business information system.	Exams, quizzes, and/or assignments
2. Explain and calculate the assignment of costs to cost objects under various cost approaches.	Exams, quizzes, and/or assignments
3. Define cost behavior for fixed, variable, and mixed costs, and apply cost-volume-profit analysis to different business problems.	Exams, quizzes, and/or assignments
4. Describe and apply the concepts of multiple costing systems in a variety of business situations.	Exams, quizzes, and/or assignments
5. Develop budgets and perform variance analysis for planning and control purposes.	Exams, quizzes, and/or assignments
6. Describe and calculate relevant cost and revenue information for short-term and pricing decisions.	Exams, quizzes, and/or assignments

7. Explain proper accounting procedures for joint products and other types of cost allocations.	Exams, quizzes, and/or assignments
8. Demonstrate knowledge of the capital budgeting process using both discounted and non-discounted cash flow models.	Exams, quizzes, and/or assignments



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADEP Division of Econ Public Pol		1c. Department Economics																	
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 <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date semester/year From: Spring/2013 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>																		
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1.				2.				3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1.																					
2.																					
3.																					
Initiator Name (typed): <u>Gunnar Knapp</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>04/20/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>04/20/2012</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) N/A																			
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee		18. <input type="checkbox"/> 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.																					

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Gunnar Knapp</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved	Undergraduate/Graduate Academic	Date
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Board Chairperson	
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved	Provost or Designee	Date
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved		

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

- 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

Anderson, James L. "Aquaculture and the Future: Why Fisheries Economists Should Care." *Marine Resource Economics*. 17. (2002): 133-151.

*Copes, Parzival. "A Critical Review of the Individual Quota as a Devise in Fisheries Management." *Land Economics*. 62.3 (1986): 278-291.

FAO. 2008-2012. Fisheries and Aquaculture topics. The State of World Fisheries and Aquaculture (SOFIA). Topics Fact Sheets. Text by Jean- Francois Pulvenis. In: FAO Fisheries and Aquaculture Department [online]. Rome. Updated 2 April 2008. [Cited 29 March 2012]. <http://www.fao.org/fishery/sofia/en>.

*Hardin, Garrett. "The Tragedy of the Commons." *Science*. 162. (1962): 21243-1234.

National Marine Fisheries Service, *Fisheries of the United States* (annual publications) <http://www.noaa.gov/index.html>.

Wilén, James E. "Why Fisheries Management Fails: Treating Symptoms Rather than the Cause." *Bulletin of Marine Science*. 78.3 (2006): 529-546.

*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:	Assessment Method
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.	Exams and homework
2. Explain regional differences in and changes over time in the seafood industry.	Exams and homework
3. Project how different factors will affect fish prices and how prices are likely to change in the future.	Exams and homework
4. Formulate and defend opinions on current economic policy issues facing the seafood industry.	Exams, homework, and online course discussions
5. Collect and work with economic data.	Research assignments



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: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Undergraduate: Associate of Applied Science or Graduate: CHOOSE ONE </div>		
4. Type of Action: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </div> <div style="width: 45%;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </div> </div>		
5. Implementation Date (semester/year) From: Fall/2012 To: /9999		
6a. Coordination with Affected Units Department, School, or College: COH <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Initiator Name (typed): Kathleen Stephenson Date: _____ </div> <div> Initiator Signed Initials: _____ </div> </div>		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 3/20/12		
6c. Coordination with Library Liaison Date: 3/20/12		
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function </div>		
8. Justification for Action Updates catalog information by providing program outcomes, current School of Nursing address and current preadmission assessment test.		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Initiator (faculty only) Kathleen Stephenson Initiator (TYPE NAME) </div> <div> Date _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Department Chairperson _____ </div> <div> Date _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Curriculum Committee Chairperson _____ </div> <div> Date _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Undergraduate/Graduate Academic Board Chairperson _____ </div> <div> Date _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Provost or Designee _____ </div> <div> Date _____ </div> </div>		

SCHOOL OF NURSING

Health Science Building Room (HSB) Room 101 (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 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	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

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:

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.

SCHOOL OF NURSING

Professional Studies Building (PSB), Health Science Building Room (HSB) Room 101403, (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 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.

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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 ~~Nurse Entrance Test~~National League for Nursing Pre-admission Exam (NETPAX-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	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 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:

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 (Lecture + Lab) (3+0)																	
6. Complete Course Title Sociology of Gender Sociology of Gender <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other update ccg (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats N/A Max Credits N/A																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date <small>semester/year</small> From: Spring /2013 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>																		
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 border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 15%;">Catalog Page(s) Impacted</th> <th style="width: 15%;">Date of Coordination</th> <th style="width: 35%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Women's Studies</td> <td>132</td> <td>4/16/2012</td> <td>Kimberly Pace</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Women's Studies	132	4/16/2012	Kimberly Pace	2.				3.			
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13b. Coordination Email Date: <u>4/9/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>4/9/12</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number</i>) SOC A101		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) N/A																			
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> 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.																					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="width: 45%;"> _____ Initiator (faculty only) <u>Nelta Edwards</u> Initiator (TYPE NAME) _____ Department Chairperson _____ Curriculum Committee Chairperson </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="width: 45%;"> _____ Dean/Director of School/College _____ Undergraduate/Graduate Academic Board Chairperson _____ Provost or Designee </div> </div>																					

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

The instructor will:
1. Describe the sociological research contributions to the study of gender
2. Review the issues and concerns related to social justice and gender.
3. Illustrate the relationship between gender and socialization.
4. Present theories prominent in the sociology of gender.
5. Identify the various social constructions of gender.

Student Outcomes

The student will:	Assessment Method
1. Apply the sociological imagination to gender.	Exams and assignments
2. Classify the empirical patterns of gender inequality.	Exams and assignments
3. Identify the cultural and structural aspects of gender.	Exams and assignments
4. Formulate a sociological research question about gender.	Paper
5. Synthesize the various sociological theories about gender.	Exams and assignments

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

Spade, Joan and Catherine G. Valentine. 2011. *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. Thousand Oaks, CA: Sage.

White, Jacqueline W. 2013. *Taking Sides: Clashing Views on Gender*. New York: McGraw-Hill

Bibliography

Disch, Estelle. 2009. *Reconstructing Gender: a Multicultural Anthology*. New York: McGraw-Hill.

Kramer, Laura. 2010. *The Sociology of Gender: A Brief Introduction*. Oxford: Oxford University Press.

Aulette, Judy Root and Judith Wittner. 2011. *Gendered Worlds*. Oxford: Oxford University Press.

Holmes, Mary. 2007. *What is Gender? Sociological Approaches*. Thousand Oaks, CA: Sage.

Kimmel, Michael S and Michael A. Messner. 2009. *Men's Lives*. New York: Macmillan.

Lorber, Judith. 2009. *Gender Inequality: Feminist Theories and Politics*. London: Oxford University Press.

Oakley, Ann. 2000. *Experiments in Knowing: Gender and Method in the Social Sciences*. New York: New Press.

Paxton, Pamela. 2007. *Women, Politics and Power: A Global Perspective*. Thousand Oaks, CA: Sage.

Spade, Joan and Catherine G. Valentine. 2011. *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. Thousand Oaks, CA: Sage.

Wharton, Amy. 2005. *The Sociology of Gender: An Introduction to Theory and Research*. Oxford: Blackwell.

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>



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 Sociology	
2. Course Prefix SOC	3. Course Number A380	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Sociology of Globalization <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats N/A Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2013 To: 9999/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 .					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>		<i>Date of Coordination</i>	
<i>Chair/Coordinator Contacted</i>					
1.					
2.					
3.					
Initiator Name (typed): <u>Zeynep Kilic</u> 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: 3/19/2012 <u>Ralph Courtney</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) 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.					
16a. Course Prerequisite(s) (list prefix and number) [SOC A101 or ANTH A101 or ANTH A202 or INTL A101], 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) N/A			
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action New course developed in response to changes within the discipline and departmental curriculum					

Initiator (faculty only)		Date	<input type="checkbox"/> Approved	
<u>Zeynep Kilic</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College
Initiator (TYPE NAME)				Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved	Undergraduate/Graduate Academic
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Board Chairperson
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee
				Date

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:

Sassen, Saskia. 2007. *A Sociology of Globalization*. New York, NY: Norton.

Turner, Bryan S & Khondker, Habibul H. 2010. *Globalization: East and West*. Los Angeles, CA: Sage

6. Bibliography

Abrahamson, Mark. 2004. *Global Cities*. New York, NY: Oxford University Press.

Bhagwati, Jagdish. 2007. *In Defense of Globalization*. New York, NY: Oxford University Press.

Gomberg-Munoz, Ruth. 2011. *Labor and Legality. An Ethnography of a Mexican Immigrant Network*. New York, NY: Oxford University Press.

Greenwald, Bruce C. & Kahn, Judd. 2009. *Glob.ali.za'.tion n. the irrational fear that someone in China will take your job*. Hoboken, NJ: Wiley.

Hebron, Lui & Stack, John F. 2009. *Globalization. Debunking the Myths*. Upper Saddle River, NJ: Pearson.

James, Harold. 2001. *The End of Globalization. Lessons from the Great Depression*. Cambridge, MA: Harvard University Press.

King, Anthony D. (Ed). 1997. *Culture, Globalization and the World-System. Contemporary Conditions for the Representations of Identity*. Minneapolis, MN: University of Minnesota Press.

- Kivisto, Peter & Faist, Thomas. 2010. *Beyond a Border. The Causes and Consequences of Contemporary Immigration*. Los Angeles, CA: Pine Forge Press.
- Lechner, Frank J. and John Boli (Eds). 2004. *The Globalization Reader*. Oxford, UK: Blackwell.
- Lobo, Michael, Marotta, Vince, & Oke, Nicole (Eds.). 2011. *Intercultural Relations in a Global World*. Champaign, IL: Common Ground.
- Lyon, Sarah and Mark Moberg (Eds). 2010. *Fair Trade and Social Justice*. New York, NY: New York University Press.
- Maalouf, Amin. 2000. *In the Name of Identity. Violence and the Need to Belong*. New York, NY: Penguin.
- McMichael, Philip. 2012. *Development and Social Change. A Global Perspective*. Los Angeles, CA: Sage.
- Mittelman, James H. 2000. *The Globalization Syndrome. Transformation and Resistance*. Princeton, NJ: Princeton University Press.
- Mobasher, Mohsen M. & Sadri, Mahmoud (Eds). 2004. *Migration, Globalization and Ethnic Relations*. Upper Saddle River, NJ: Pearson.
- Nicholls, Alex & Opal, Charlotte. 2008. *Fair Trade: Market-Driven Ethical Consumption*. Los Angeles, CA: Sage.
- Odell Korgen, Kathleen, White, Jonathan M. & White, Shelley K. 2011. *Sociologists in Action. Sociology, Social Change, and Social Justice*. Los Angeles, CA: Sage.
- Pogge, Thomas W. (Ed.). 2003. *Global Justice*. Oxford, UK: Blackwell Publishing.
- Ray, Larry. 2007. *Globalization and Everyday Life* (Larry Ray). New York, NY: Routledge.
- Renton, Dave. 2001. *Marx on Globalisation*. London: Lawrence & Wishart.
- Rivoli, Pietra. 2005. *The Travels of a T-shirt in the Global Economy: An Economist Examines the Markets, Power and Politics of World Trade*. Hoboken, NJ: Wiley.
- Sassen, Saskia, 2012. *Cities in a World Economy*. Los Angeles, CA: Sage.
- Schneider, Linda & Silverman, Arnold. 2010. *Global Sociology*. Boston, MA: McGraw Hill
- Snyder, Rachel L. 2009. *Fugitive Denim. A Moving Story of People and Pants in the Borderless World of Global Trade*. New York, NY: Norton.

Sobel, Andrew C. 2009. *Challenges of Globalization: Immigration, social welfare and global governance*. New York, NY: Routledge.

Steger, Manfred B. 2002. *Globalism: The New Market Ideology*. Lanham, MA: Rowman & Littlefield.

Tabb, William K. 2002. *Unequal Partners. A Primer on Globalization*. New York, NY: The New Press.

Tucker, Catherine M. 2011. *Coffee Culture. Local Experiences, Global Connections*. New York, NY: Routledge.

Consortium Library Reference Material:

Bertho, Michelle, Crawford, Beverly and Fogarty, Edward A. (Eds). 2008. *Impact of Globalization on the United States*. Volumes 1-3. Westport, Connecticut: Praeger.

Robertson, Roland and Scholte, Jan Aart. 2007. *Encyclopedia of Globalization*. New York, NY: Routledge.

Cultures and Globalization series from Sage Publications:

Conflicts and Tensions by Anheier, Helmut K. & Isar, Yudhishtir Raj (2007).

The Cultural Economy by Anheier, Isar & Cunningham, Stuart (2008).

Cultural Expression, Creativity and Innovation by Anheier, Isar & Waterman, Christopher (2010).

Heritage, Memory and Identity by Anheier & Isar (2011).

Cities, Cultural Policy and Governance by Anheier & Isar (2012).

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)

Asia journal of global studies (Asia Association for Global Studies, AAGS).

<http://ajgs.org/index.php/AJGS> (open-access)

Ethics & global politics (Co-Action, The Swedish Research Council and Uppsala University). <http://journals.sfu.ca/coaction/index.php/egp> (open-access)

Globalisation, societies and education (Taylor & Francis).

Globalization (Athabasca University, The International Consortium for Alternative Academic Publication, ICAAP). <http://globalization.icaap.org/index.php> (open-access)

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/>

Development and Peace Foundation: <http://www.sef-bonn.org/de/index.php>

Economic Policy Institute: <http://www.epi.org/research/trade-and-globalization/>

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/>

United Nations Declaration on the Rights of Indigenous Peoples available at
http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf



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																					
Abbreviated Title for Transcript (30 character)																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits																		
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3.																					
Initiator Name (typed): <u>K. Pfeiffer</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>8/31/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>8/31/12</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number</i>) (SOC A361 and SOC A402) with minimum grades of C.		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) Completion of all GER Tier 1 (basic college level skills) courses and senior standing																			
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course																			
19. Justification for Action To modify minimum grades for prerequisite courses and update CCG.																					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>K. Pfeiffer</u> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																					

COURSE CONTENT GUIDE
COLLEGE OF ARTS AND SCIENCES
Sociology Department

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:

Outcomes	Assessments
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.	1. ETS Sociology Major Field Exam (majors only). Individualized learning contracts and personalized short and long term goals
2. Demonstrate critical analysis skills with regard to social science research, social policy, and world events.	2. Papers, writing assignments, graded group discussions.
3. Demonstrate job related skills, including quantitative and qualitative research skills.	3. Resumes, student portfolios, community based service-learning projects, research projects and presentations.

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

Berger, Peter L. 2011. *Adventures of an Accidental Sociologist: How to Explain the World Without Becoming A Bore*. New York: Prometheus Books.

Charon, Joel M. 2008. *The Meaning of Sociology*. 9th Edition. Englewood Cliffs, New Jersey: Prentice Hall.

Schwalbe, Michael. 2007. *The Sociologically Examined Life*. 4th Edition. New York: McGraw Hill.

XI. Bibliography

Babbie, Earl. 2010. *The Practice of Social Research*. 12th Edition. Belmont, CA: Wadsworth/Cengage.

Booth, Wayne C., Colomb, Gregory G. and Joseph M. Williams. 2008. *The Craft of Research*. 3rd Edition. Chicago: University of Chicago Press.

Collins, Randall. 1992. *Sociological Insight: An Introduction to Non-Obvious Sociology*. 2nd Edition, New York: Oxford University Press.

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>

Ferguson, Susan J. 2009. *Mapping the Sociological Landscape: Readings in Sociology*. 6th Edition, Boston: McGraw-Hill.

Goffman, Erving. 1961. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. New York: Anchor Books.

Goffman, Erving. 1986 (1961). *Stigma: Notes on the Management of Spoiled Identity*. New York: Touchstone Books.

Hechter, Michael and Christine Horne (eds.) 2009. *Theories of Social Order: A Reader*. Stanford, CA: Stanford University Press.

Lemert, Charles. 2009. *Social Theory: The Multicultural and Classic Readings*. 4th Edition, Boulder, CO: Westview Press.

Maslow, A. H. 1998. *Toward A Psychology of Being*. 3rd Edition. New York: Wiley.

Mills, C. Wright. 2000 (1959). *The Sociological Imagination*. New York: Oxford University Press.

Skinner, B. F. 2002 (1971). *Beyond Freedom and Dignity*. New York: Hackett Publishing

The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised June 2012

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Acronym List

BOR	Board of Regents
CAR	Course Action Request
CCG	Course Content Guide
CEU	Continuing Education Unit
GAB	Graduate Academic Board
GER	General Education Requirement
GERC	General Education Review Committee
NWCCU	Northwest Commission on Colleges and Universities
OAA	Office of Academic Affairs
PAR	Program/Prefix Action Request
SAC	Statewide Academic Council
UAA	University of Alaska Anchorage
UAB	Undergraduate Academic Board
US DoE	US Department of Education
USUAA	Union of Students at UAA

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

Post-Baccalaureate Certificate 60 credits

Doctoral Degree See program requirements

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.

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2.1.2 Academic Considerations Addressed in Review

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

A. Academic considerations for a new course proposal:

- i. School/college offering this course is the appropriate academic unit
- ii. Appropriate prerequisites for content and level
- iii. Availability of prerequisites for this course
- iv. Frequency of scheduling of course
- v. Justification for stacking or cross listing
- vi. Duplication with any other existing courses is explained
- vii. Documented coordination with the impacted/affected departments
- viii. Identifiable accreditation or nationally accepted practice standards
- ix. Rationale for requiring this course in a program
- x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:

- i. Effect of this course on other electives/selectives
- ii. Enhancement of a program by this course
- iii. Increase in options for specialization within the major
- iv. Effect on scheduling of other program electives

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

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

D. Resource implication considerations for new course proposals:

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

2.1.3 Review of Program Proposals

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

2.1.4 Program Student Learning Outcomes

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

Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes

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

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.
2. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
3. The term "faculty initiator" will use the definition of faculty from the Faculty Senate Constitution (<http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm>) except in the special cases listed.

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

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

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.
5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.
6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.
7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar's office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school's representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.
8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee's review.
9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.
10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal.

- The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.
- The Governance Office forwards Workforce Credential proposals to OAA for review and approval.
- Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review **must be received in the Governance Office by 9 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. Effective date of the action cannot precede the publication date of the first catalog or schedule in which it is to appear. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

14. New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website (www.uaa.alaska.edu/governance) for current dates.

Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

12. New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

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.

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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.~~ 22.

- ~~22.~~ 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.

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3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)

6. Updating of the bibliography.

The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as informational items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda.

3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

Minor Changes:

1. Contact information, location, and web address
2. General Discipline information
 - a. Degree or Certificate program
 - b. Overview and career information
 - c. Accreditation
 - d. Research possibilities
2. Advising
3. Academic Progress Requirements

3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or student learning outcomes of any courses numbered 050 to 299 require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400-level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

3.5 Approval of 600-Level Courses

A new or revised 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the intent and quality of the curriculum:

1. Title change
2. Course number change at the same level

3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as informational items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 500-Level Courses

These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean/director or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses

These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs

The program approval process in section 3.1 is not applicable to doctoral programs.

It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.

The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.

Justification Proposal

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

Full Proposal

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

- 1. Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)**
(Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)
- 2. Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)**
(Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)

3. **Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)**
(Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)
4. **Identify Several Peer Programs (Maximum of one page)**
(Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)
5. **Brief Description of the Entry Requirements (Maximum of one page)**
(Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)
6. **Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)**
(Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)
7. **Student Services (Maximum of one page)**
(Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)
8. **Facilities and Resources (Maximum of two pages; to be signed by the Dean)**
(Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)
9. **Budget and Cost Analysis (Maximum of one page)**
(Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)
10. **Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)**
(NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)
11. **Program Catalog Copy**
(Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).

Required Outline:

1. **Introduction and Program Overview**
(Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)
2. **Program Accrediting Standards (if any)**
(Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)
3. **NWCCU Accrediting Standards**
(an item by item list of criteria and how the program plans to meet the criteria)
4. **Institutional Checklist.**
(As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)
 - Justification on the Basis of Need:
Found in section _____
 - Justification on the Basis of Prospective Student Demand:
Found in section _____
 - Identify Several Peer Programs:
Found in section _____
 - Entry Requirements:
Found in section _____
 - Faculty Qualifications:
Found in section _____
 - Student Services:
Found in section _____
 - Facilities and Resources:
Found in section _____
 - Budget and Cost Analysis:
Found in section _____
5. **Curriculum Documents**
(PAR, Catalog Copy, CARs, and CCGs)
6. **Program Assessment Plan**
7. **Board of Regents PAR and Executive Summary**

Figure 3.1: Permanent Academic Course Approval Process

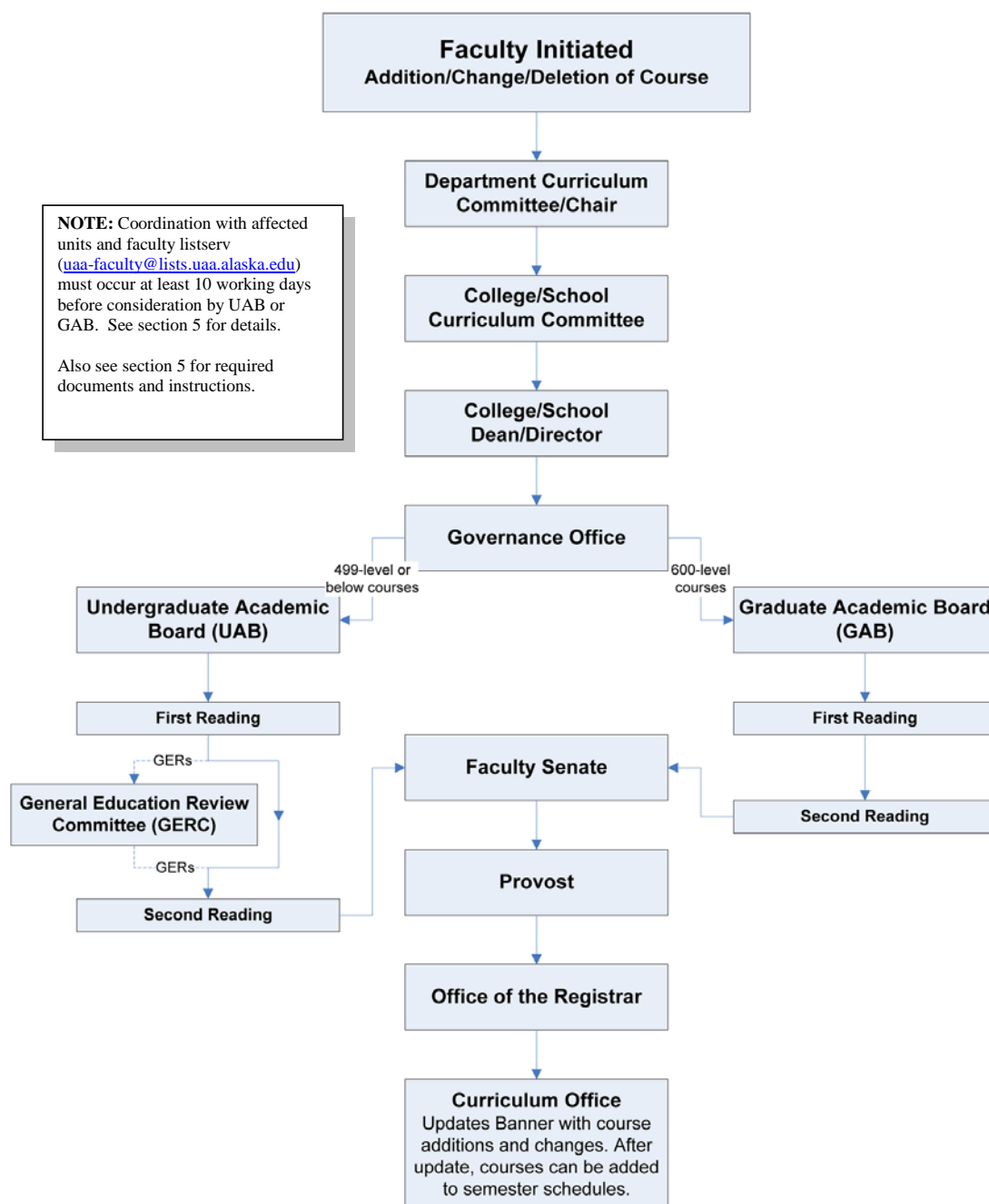


Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

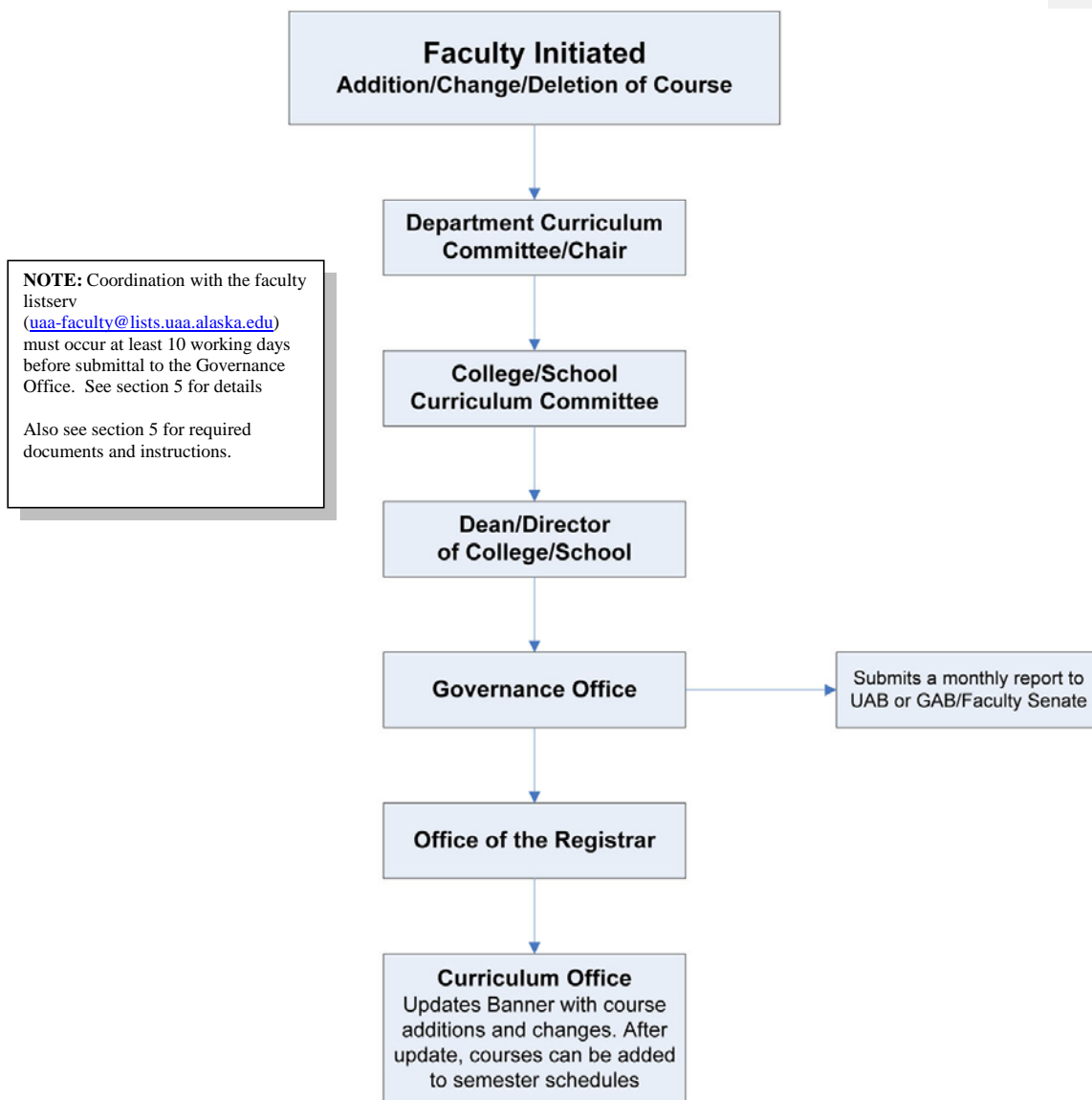
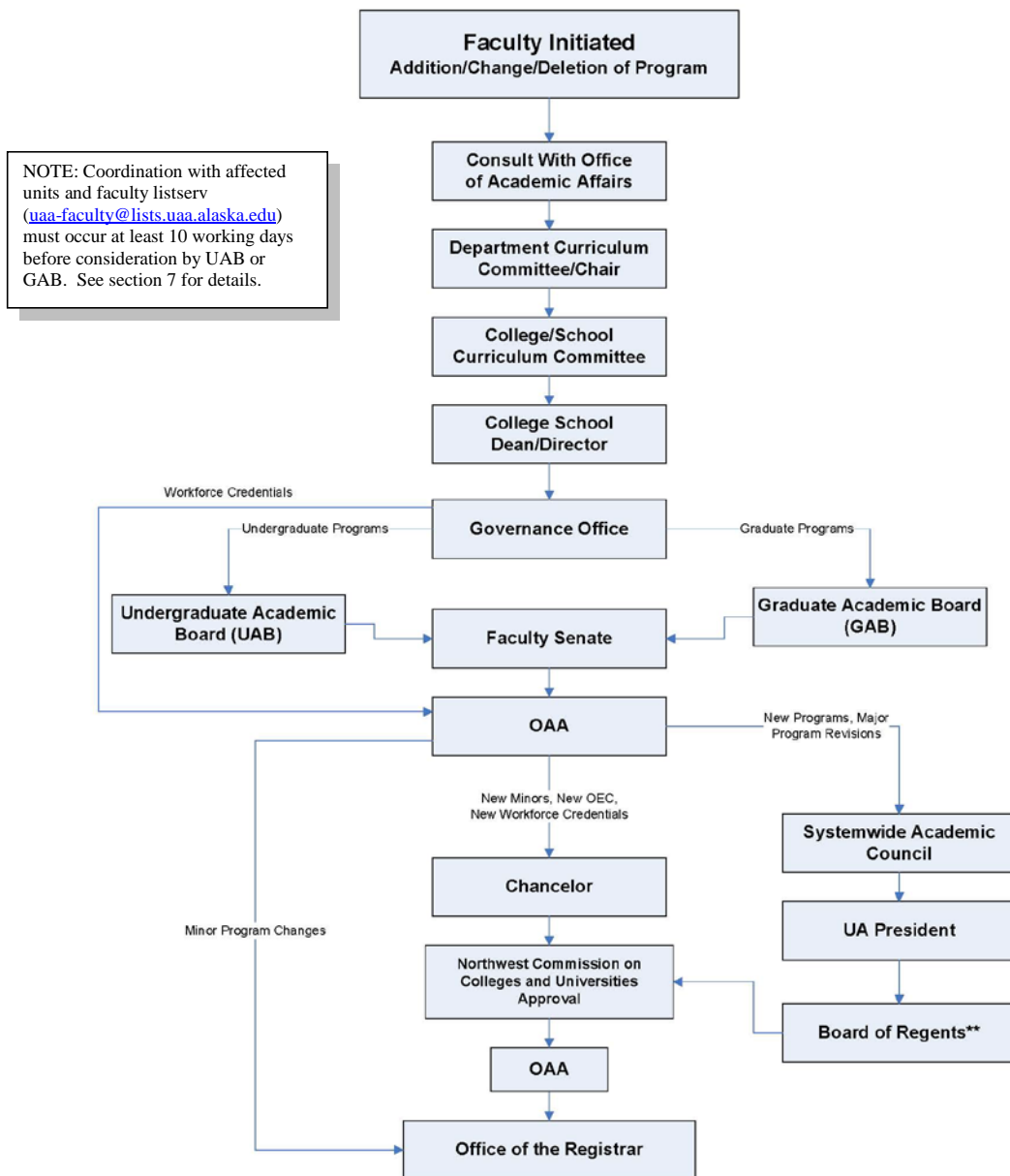


Figure 3.3: Program Approval Process

A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at avoaa@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



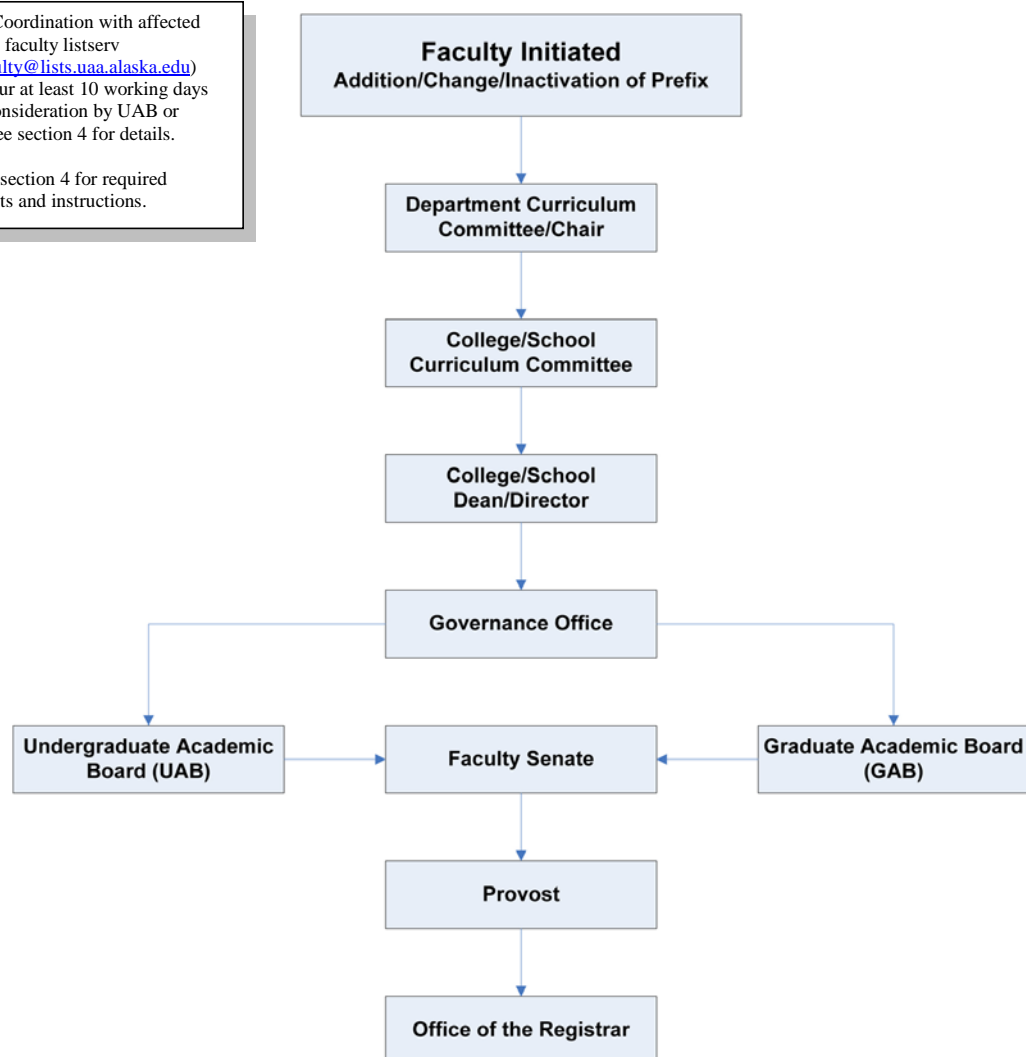
**Requires 60-day advance notice to have items placed on the agenda

Figure 3.4: Prefix Approval Process

Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.



Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (avoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (avgov@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 (avoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is avpublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (avgov@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 (ayvaa@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.
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). 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.

- 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).
- 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.
 - 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

- The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
 - CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
 - Completed CCG.
 - 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.
 - 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). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

- 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).

- The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2

5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
 - a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.
 - b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.
2. Coordination should take place early in the curriculum process and consists of two steps:
 - a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.
 - b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.
3. **Purge List**

A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.
4. **GER Course Purge List**

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
 - The appropriate GER templates must be applied (www.uaa.alaska.edu/governance/)

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

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

- The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
 - Signed CAR.
 - 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).
 - 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.
- Coordination should be done early in the 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 on the current year catalog.
 - 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.
 - 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.~~

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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 t 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(avoaa@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 (ayooa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master's Degrees except as noted.

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:
 - a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.
 - b. Collaboration with other universities and community colleges within the UA system.
 - c. History of the development of the proposed program or program changes.
 - d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
 - e. State needs met by the proposed program.
 - f. Availability of appropriate student services for program participants. A schedule for implementation of the program.
 - g. Student opportunities, student learning outcomes, and enrollment projections.
 - h. Rationale for the new program and educational objectives, student learning outcomes, and plans for assessment.
 - i. Opportunities for research and community engagement for admitted students.
 - j. Faculty and staff workload implications.
 - k. Fiscal Plan for the proposed program

- l. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.
 - m. New facility or renovated space requirements.
 - n. Concurrence of appropriate advisory councils.
2. **The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.**
- a. Four-Year Course Offering Plan for the Program.
 - b. A budget worksheet.
 - c. Board of Regents Program Action Request Form
 - d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SAC and BOR.
 - e. Resource Implication Form and a signed Fee Request Form (if needed).
 - f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.
 - g. A risk management plan where required. This is developed in conjunction with the program's Dean/Director, the Director of Risk Management, and legal counsel as needed.
3. **In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (avgov@uaa.alaska.edu):**
- a. A cover memo summarizing the proposal.
 - b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
 - c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).
 - d. CARs and CCGs for all new and revised courses.
4. The approval process for new programs and programs with major changes is outlined in section 3.
5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

- 1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.

- a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.
 - b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.
2. **The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.**
- a. Four-Year Course Offering Plan for the Program.
 - b. A budget worksheet.
 - c. Board of Regents Program Action Request Form
 - d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations/) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (<http://www.alaska.edu/research/sac/>) and the Board of Regents.
 - e. Resource Implication Form and a signed Fee Request Form (if needed).
 - f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.
 - g. A risk management plan where required. This is developed in conjunction with the program's Dean/Director, the Director of Risk Management, and legal counsel as needed.
3. **In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (avgov@uaa.alaska.edu):**
- a. A cover memo summarizing the proposal.
 - b. The full proposal document outlined in section 3.8
 - c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
 - d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).
 - e. CARs and CCGs for all new and revised courses.

Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor's Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).
2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.

Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at <http://curric.uaa.alaska.edu/curric/courses/>.

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. **The date on which the Course Content Guide was initiated or revised**
2. **Information directly also on the CAR**
 - A. **College or School** – Choose from the following the school or college initiating action:

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
CH	College of Health
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HC	University Honors College
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College
 - B. **Course Prefix** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. *See instruction on the PAR form regarding requesting a new prefix.*
 - C. **Course Number** (for a new course, contact the Office of the Registrar for a number)
 - i. **Reuse of Course Number Rule:** *When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.*
 - ii. **Types of Courses**
 - a. **Academic Courses:** Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student's ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- **Lower division courses usually taken by freshmen and sophomores**
A100-A199: Freshman-level, lower division courses.
A200-A299: Sophomore-level, lower division courses
- **Upper division courses usually taken by juniors and seniors**
A300-A399: Junior-level, upper division courses
A400-A499: Senior-level, upper division courses
- **Graduate-level courses**
A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

- b. **Preparatory/Developmental Courses**
A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcribed certificates or associate, baccalaureate, or graduate degrees, even by petition.
- c. **Noncredit Courses**
A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).
- d. **Continuing Education Unit (CEU) courses**
AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.
- e. **Professional Development Courses**
A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

- iii. **Course Numbers: Second and Third Digits** – The second and third digits of course numbers in the -90 range are used for specific course types.

-90 Selected topics: A generic “umbrella” course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

-92 Seminar or Workshops:

Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

Workshop: A formal higher education offering with intensive instruction and

information in a given field.

-93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa_faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-95 Internship and Practicum

Internship: A student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student's achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 Thesis: Involve writing and/or completion of a thesis by the student.

D. **Number of Credits/CEUs and Contact Hours** – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

i. **Summary**

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course)
	<i>or</i>	2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)
	<i>or</i>	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 <i>per week based on a 15-week semester</i>

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.

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- Course additions or modifications may 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 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.

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Field Code Changed

- H. **Cross Listing** (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
- Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
 - Each cross-listed course must have a separate CCG and CAR for each prefix.
 - 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:

Student Learning Outcomes	Typical Assessments
demonstrate the ability to conduct a literature search on the course topic material	written critical reviews and/or oral presentation of literature reviews
Synthesize research fields	comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student
Integrate course material into experimental design	Written formal research grant proposals, oral or written presentation of the how the course material informs the student's own thesis research
Integrate and apply the course material at advanced levels	Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data
Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.	Observed teaching exercises, teaching evaluations, performance of their students on examinations

- 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^a, major^b, class standing^c, or level^d). Must be enforced by the program/department/ instructor.

^a College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

^b Major – identifies a major which a student must have declared in order to enroll in the course

^c Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

^d Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. **Course Fee:** Yes or No – Indicates that there are student fees associated with the course.

Note: The sections of the CAR referenced above and the CCG must match word for word.

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

Course Level Expectations for Academic Course Levels – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:

A. Lower Division Courses

A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. Upper Division Courses

Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. Graduate-Level Courses

A600-A699 – Require a background in the discipline, 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 transcribed 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

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Measures
Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.	Performance on two separate short papers criticizing published arguments on both sides of a controversial issue.
Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards	Performance on practical project assigned in lab. Performance on projects assigned during internship
Students demonstrate skill in the use of various media in the artistic expression of human emotion	Peer and faculty review and rating according to established departmental criteria of studio projects in at least three types of media.
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.	Demonstration of successful functioning of the system through simulation or mock-up.

Example 2

Instructional Goals:

This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:

1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.
3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering "algorithmic" questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

Assessment Measures:

Various assessment tools can be used at the instructor's discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. **Topical course outline (not a syllabus)** – List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

7. **Suggested text(s)** – Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.
8. **Bibliography** – Provide a list of the literature, in alphabetical order, that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course student learning outcomes.

Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.

Section 10 - Step-By-Step Instructions for the Course Action Request

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



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

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 <small>Abbreviated Title for Transcript (20 characters)</small>					
7. Type of Course <input type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status choose one # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Minor <input type="checkbox"/> College <input type="checkbox"/> Major (please specify)			<input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions		
			10. Grading Basis <input type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: / To: /		
			12. <input type="checkbox"/> Cross Listed with <input type="checkbox"/> Stacked with <small>Cross-Listed Coordination Signature</small>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1.				Chair/Coordinator Contacted	
2.					
3.					
Initiator Name (typed): Initiator Signed Initials: Date:					
13b. Coordination Email Date: submitted to Faculty Listserve: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date:		
14. General Education Requirement <input type="checkbox"/> Core Communications <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Interpretive Capstone					
15. Course Description (suggested length 20 to 50 words)					
16a. Course Prerequisite(s) (list prefix and number)		16b. Test Score(s)		16c. Co-requisite(s) (concurrent enrollment required)	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable)			
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action					
Initiator (faculty only) Date:			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date:		
Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date:			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date:		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date:			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date:		

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 transcribed 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 = 1500 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

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course)
	or	2 contact hours per week of supervised laboratory (or practica) if

outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory *per week based on a 15-week semester*

2. Examples

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].
- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).
- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours 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).

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 ~~may~~**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. ~~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.~~

Field Code Changed

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/JPC A324 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 Box 13a. spreadsheet can be found on the Governance website at <http://uaa.alaska.edu/governance/coordination/index.cfm>.

Courtesy Coordination

Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation. Type *courtesy coordination* in the table in the catalog page number field.

Items that are NOT entered into Box 13a.

- Do not enter the page number for the revised course itself into the table (e.g., CIS A330 course details and description are listed on page 349 of the catalog. If you are changing CIS A330 you do not have to list this impact and page number).
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** *program selective* - A credit course within a group of courses from which a student is required to select.

Example of Box 13a (Coordination and Courtesy Coordination)

CIS A330 (Database Management Systems)

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
Global Logistics and Supply Chain Management, BBA	132	3/25/2011	Philip Price
Business Computer Information Systems, AAS	132	3/25/2011	Minnie Yen
Management Information Systems, BBA	134	3/25/2011	Minnie Yen
Computer Information Systems, Minor	135	3/25/2011	Minnie Yen
CIS A360	350	3/25/2011	Minnie Yen

CIS A410	350	3/25/2011	Minnie Yen
CIS A430	350	3/25/2011	Minnie Yen
Computer Science BA, BS	Courtesy Coordination	3/25/2011	Sam Thiru

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.

Box 13b. Coordination Email Submitted to Faculty Listserv

Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 13c. Coordination with Library Liaison

The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

Box 14. GERs

Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15. Course Description

Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. *"May be repeated for credit with a change in subtitle,"* or *"Offered Spring Semesters"*).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type "see attached catalog copy" in the box.

Box 16a. Course Prerequisite (s)

Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.

A course prerequisite which **may** be taken concurrently must also be included in this box using the additional language "or concurrent enrollment." This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

ECON A429 (Business Forecasting)
{CIS A110, BA A273, and [BA A377 or ECON A321]} with minimum grade of C]

EDFN A303 (Foundations of Teaching and Learning)
[EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

EE A324 (Electromagnetics II)
[EE A314 or PHYS A314] and MATH A302

ENGL A311 (Advanced Composition)
[ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

FIRE A214 (Fire Protection Systems)
FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

SWK A342 (Human Behavior in the Social Environment)
PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar's Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf

Box 16b. ~~Test Scores~~

~~Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required. It is assumed that faculty may waive the requirement.~~

Box 16c. Corequisite(s)

Identifies a course (must be listed with prefix and number) which **must** be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180

Corequisite: NURS A125 and NURS A125L

Note: If the department has an alternative corequisite or a list of options for corequisites, do not include "or" in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).

Box 16d. Other Restriction(s)

Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission^a, major^b, class standing^c, or level^d). 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.

11.1 The PAR Form



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: CHOOSE ONE	or Graduate: CHOOSE ONE
This program is a Gainful Employment Program:		<input type="checkbox"/> Yes or <input type="checkbox"/> No	
4. Type of Action:			
PROGRAM		PREFIX	
<input type="checkbox"/> Add		<input type="checkbox"/> Add	
<input type="checkbox"/> Change		<input type="checkbox"/> Change	
<input type="checkbox"/> Delete		<input type="checkbox"/> Inactivate	
5. Implementation Date (semester/year)			
From: / /		To: / /	
6a. Coordination with Affected Units		Department, School, or College:	
Faculty Initiator Name (typed): _____		Faculty Initiator Signed Initials: _____ Date: _____	
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)		Date: _____	
6c. Coordination with Library Liaison		Date: _____	
7. Title and Program Description - Please attach the following:			
<input type="checkbox"/> Cover Memo		<input type="checkbox"/> Catalog Copy in Word using the track changes function	
8. Justification for Action			
<div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> _____ Initiator (faculty only) </div> <div> _____ Initiator (TYPE NAME) </div> </div> <div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> _____ Dean/Director of School/College </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> _____ Undergraduate/Graduate Academic Board Chair </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> _____ College/School Curriculum Committee Chair </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> _____ Provost or Designee </div> </div> <div> <div>Date</div> <div>Date</div> <div>Date</div> <div>Date</div> <div>Date</div> <div>Date</div> </div>			

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 A253	Principles of Inorganic Chemistry	3

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.
- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.

EXAMPLE 1:

Be sure to check the address and contact information

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.
9. A current Student Teaching Authorization Certificate is necessary for Internship.

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)

LSIS A102	Origins: Earth-Solar System-Life (5)	5-8
	or	
GEOL A111	Physical Geology (4)	
	and one of the following lecture/lab combinations:	
ASTR A103	Solar System Astronomy (3)	
	and	
ASTR 103L	Solar System Astronomy Laboratory (1)	
	or	
ASTR A104	Stars, Galaxies and Cosmology (3)	
	and	
ASTR A104L	Stars, Galaxies and Cosmology Laboratory (1)	

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.

LSIS A201	Life on Earth (5)	5-8
	or	
BIOL A102	Introductory Biology (3)	
	and	
BIOL A103	Introductory Biology Laboratory (1)	
	and one of the following:	
BIOL A115	Fundamentals of Biology I (4)	
	or	
BIOL A116	Fundamentals of Biology II (4)	
LSIS A202	Concepts and Processes: Natural Sciences (5)	5-8
	or	
CHEM A103	Survey of Chemistry (3)	
	and	

If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.

Separate the two electives with an "or" on its own line.

CHEM A103L Survey of Chemistry Laboratory (1)
and one of the following lecture/lab combinations:
PHYS A115 Physical Science (3)
and
PHYS A115L Physical Science Laboratory (1)
or
PHYS A123 Basic Physics I (3)
and
PHYS A123L Basic Physics I Laboratory (1)

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250	The Rise of Civilization (3)	3
	or	
HIST A390A	Themes in World History (3)	
HIST A131	History of United States I (3)	3
	or	
HIST A132	History of United States II (3)	
	or	
HIST A355	Major Themes in US History (3)	
EDSE A121	Human Development and Learning (3)	
ENGL A121	Introduction to Literature (3)	3
	or	
ENGL A201	Masterpieces of World Literature I (3)	
	or	
ENGL A202	Masterpieces of World Literature II (3)	
HUM A211	Introduction to Humanities I (3)	3
	or	
HUM A212	Introduction to Humanities II (3)	
	or	
HNRS A192	Honors Seminar: Enduring Books (3)	
LSSS A111	Cultural Foundations of Human Behavior (3)	3
	or	
HNRS A292	Seminar in Social Science (3)	
	or	
ANTH A202	Cultural Anthropology (3)	
LSIC A231	Truth, Beauty, and Goodness (3)	3
	or	
PHIL A301	Ethics (3)	
LSSS A311	People, Places, and Ecosystems (3)	3
	or	
ENVI A211	Environmental Science: Systems and Processes (3)	
LSIC A331	Power, Authority, and Governance (3)	3
	or	

Double-check all course titles.
They must exactly match the full
titles published in the catalog
course name.

SOC/PS A351	Political Sociology (3)	
LSSS A312	Individuals, Groups, and Institutions (3)	3
	or	
PSY A111	General Psychology (3)	
	and	
SOC A101	Introduction to Sociology(3)	
	or	
SOC A375	Social Psychology (3)	
	or	
PSY A375	Social Psychology (3)	
LSIC A332	Science, Technology and Culture (3)	3
Select one course from fine arts GERs		3

Mathematical Skills (9-13 credits)

MATH A205	Communicating Mathematical Ideas and	3
STAT A252	Elementary Statistics (3)	3-4
	or	
STAT A253	Applied Statistics for the Sciences (4) and	
Select one additional course from quantitative skills GERs		3-6

All required courses have the credits aligned to the right.

Groups of electives have the required course number listed to the right, and...

Elective course credit amounts are shown in parentheses after the course name.

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

- | | | |
|-----------|---|---|
| EDFN A478 | Issues in Alaska Native Education, K-12 | 3 |
| EDSE A482 | Inclusive Classrooms for All Children | 3 |
2. Complete the following methods courses (18 credits)
- | | | |
|-----------|---|---|
| EDEC A106 | Creativity and the Arts in Early Childhood | 3 |
| EDEL A325 | Teaching Literacy in Elementary Schools | 6 |
| EDEL A327 | Teaching Social Studies in Elementary Schools | 2 |
| EDEL A426 | Teaching Mathematics in Elementary Schools | 3 |
| EDEL A428 | Teaching Science in Elementary Schools | 2 |
| PEP A345 | Incorporating Health and Physical Activity into the Pre-K-6 Classroom | 2 |
- **Concurrent enrollment in multiple courses is required. See an advisor for details.*
3. Complete the following field experiences and internship (16-19 credits)
- | | | |
|------------|---|-----|
| EDEL A395 | Elementary Education Practicum I: Literacy and Social Studies | 2 |
| EDEL A492A | Elementary Education Seminar II: Learning Environment | 2 |
| EDEL A492B | Elementary Education Seminar III: Teaching Capstone | 3 |
| EDEL A495A | Elementary Education Practicum II: Learning Environment, Mathematics, Science | 3 |
| EDEL A495B | Elementary Education Internship | 6-9 |
- or
- For Honors Option Senior Requirement:
- | | | |
|------------|-------------------------------------|--|
| HRNS A499 | Thesis (3) | |
| | and | |
| EDEL A495B | Elementary Education Internship (6) | |
4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

BAEL and Honors College Option

Take the following Honors College Core Program Courses (16 credits)

HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
HNRS A310 Community Service: Theory and Practice	3
HNRS A392 Honors Thesis Seminar	1
HNRS A499 Honors Thesis	3
and taken concurrently with EDEL A495B Internship (6)	3
(three credits of Internship apply to the Senior Requirement)	

Important: See an advisor if considering the Honors Option.

Institutional Recommendation, Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2: ARCTIC ENGINEERING

*Be sure to check the address and
contact information*

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):

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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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.

<u>Knowledge</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>
<i>Recalls information</i>	<i>Uses knowledge or generalizations in a new situation</i>	<i>Breaks down knowledge into parts and shows relationships among parts</i>	<i>Brings together parts of knowledge to forms a whole and builds relationships for new situations</i>
Comprehends	Associates	Analyzes	Arranges
Arranges	Chooses	Appraises	Assembles
Counts	Compares	Calculates	Collects
Describes	Computes	Categorizes	Combines
Draws	Contrasts	Compares	Compiles
Duplicates	Converts	Concludes	Composes
Identifies	Defends	Constructs	Constructs
Indicates	Differentiates	Contrasts	Creates
Labels	Discusses	Correlates	Designs
Lists	Distinguishes	Criticizes	Develops
Matches	Dramatizes	Debate s	Devises
Memorizes	Estimates	Deduces	Formulates
Names	Explains	Detects	Generalizes
Orders	Extends	Determines	Generates
Outlines	Extrapolates	Develops	Integrates
Points to	Generalizes	Diagnoses	Manages
Produces	Gives Examples	Differentiates	Organizes
Quotes	Infers	Discriminates	Plans
Reads	Interprets	Distinguishes	Prescribes
Recalls	Picks	Estimates	Prepares
Recites	Reports	Evaluates	Produces
Recognizes	Restates	Examines	Proposes
Records	Reviews	Experiments	Predicts
Relates	Rewrites	Generalizes	Rearranges
Repeats	Schedules	Identifies	Reconstructs
Reproduces	Sketches	Infers	Reorganizes
Selects	Summarizes	Inspects	Revises
Tabulates	Translates	Initiates	Sets up
Traces		Inventories	Specifies
Writes		Predicts	Synthesizes
		Questions	Systematizes
		Relates	Writes
		Separates	
		Solves	
		Tests	
		Transforms	

<i>Comprehension – Interpret information in one's own words</i>			<i>Evaluation – Make judgments on basis of given criteria</i>
Associates Classify Cite examples of Compares Computes Contrasts Converts Defends Describes Determines Differentiates Discusses Distinguishes Estimates Explains Expresses Extends Extrapolates Generalizes Gives examples Identifies Indicates Infers Interprets Interpolates Locates Practices Recognizes Reports Restates Review Rewrites Selects Simulates Sorts Summarizes Tells Translates			Appraises Argues Assesses Attacks Chooses Compares Concludes Critiques Defends Determines Estimates Evaluates Grades Judges Justifies Measures Predicts Ranks Rates Revises Scores Selects Supports Tests Validates Values

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.

<u>Receiving</u>	<u>Responding</u>	<u>Valuing</u>	<u>Organization</u>	<u>Internalization</u>
<i>Ability to attend to a particular stimuli</i>	<i>Active participation when attending to stimuli</i>	<i>Worth or value student attaches to something</i>	<i>Bringing together different values, resolving conflicts between them</i>	<i>Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</i>
Asks Chooses Follows Gives Holds Selects Shows interest	Accepts responsibility Answers Assists Be willing to Complies Conforms Enjoys Greets Helps Obeys Performs Practices Presents Reports Selects Tells	Associates with Assumes responsibility Believes in Be convinced Completes Describes Differentiates Has faith in Initiates Invites Joins Justifies Participates Proposes Selects Shares Subscribes to Works	Adheres to Alters Arranges Classifies Combines Defends Establishes Forms judgments Identifies with Integrates Organizes Weighs alternatives	Acts Changes behavior Develops a code of behavior Develops a philosophy of life Influences Judges problems/issues Listens Performs Practices Proposes Qualifies Questions Serves Shows mature attitude Solves Verifies

Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

<u>Imitating</u>	<u>Manipulating</u>	<u>Perfecting</u>	<u>Articulating</u>	<u>Naturalizing</u>
<i>Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.</i>	<i>Performs the skill or produces the product in a recognizable fashion by following general instructions.</i>	<i>Independently performs the skill or produces the product, with apparent ease, at an expert level.</i>	<i>Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.</i>	<i>Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.</i>
Attempts Copies Duplicates Imitates Mimics Reproduces Responds Starts Tries to Using a model	Completes Does Follows Manipulates Plays Performs Produces	Achieves Automatically Excels Expertly Masterfully with Improvements with Refines	Adapts Advances Alters Customizes Originates With fundamental revisions With great skill	Naturally Perfectly

Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3[a-d]).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each community campus, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

Arts and Sciences (1)

At-large members (3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

Arts and Sciences (1)

At-large members (3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member's department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.

Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.

Graduate Academic Board

During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

Summer Meetings

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

Agenda and Summary

Structure

Date, Time, and Location

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

- I. **Roll**
- II. **Approval of the Agenda**
- III. **Approval of Meeting Summary**

- IV. Administrative Report**
- V. Chair's Report**
- VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading**
- VII. CAR or PAR-First Reading**
- VIII. Old Business**
- IX. New Business**
- X. Informational Items**
- XI. Adjournment**

Definitions

Meeting Summary

The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading

- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs

- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading

- Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items

- The Board may discuss these items and/or request that the items be placed on a future agenda for

action.

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. 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 bellow to the Distance Education Handbook:

<http://www.uaa.alaska.edu/governance/upload/DE-Faculty-Handbook-V18.pdf>

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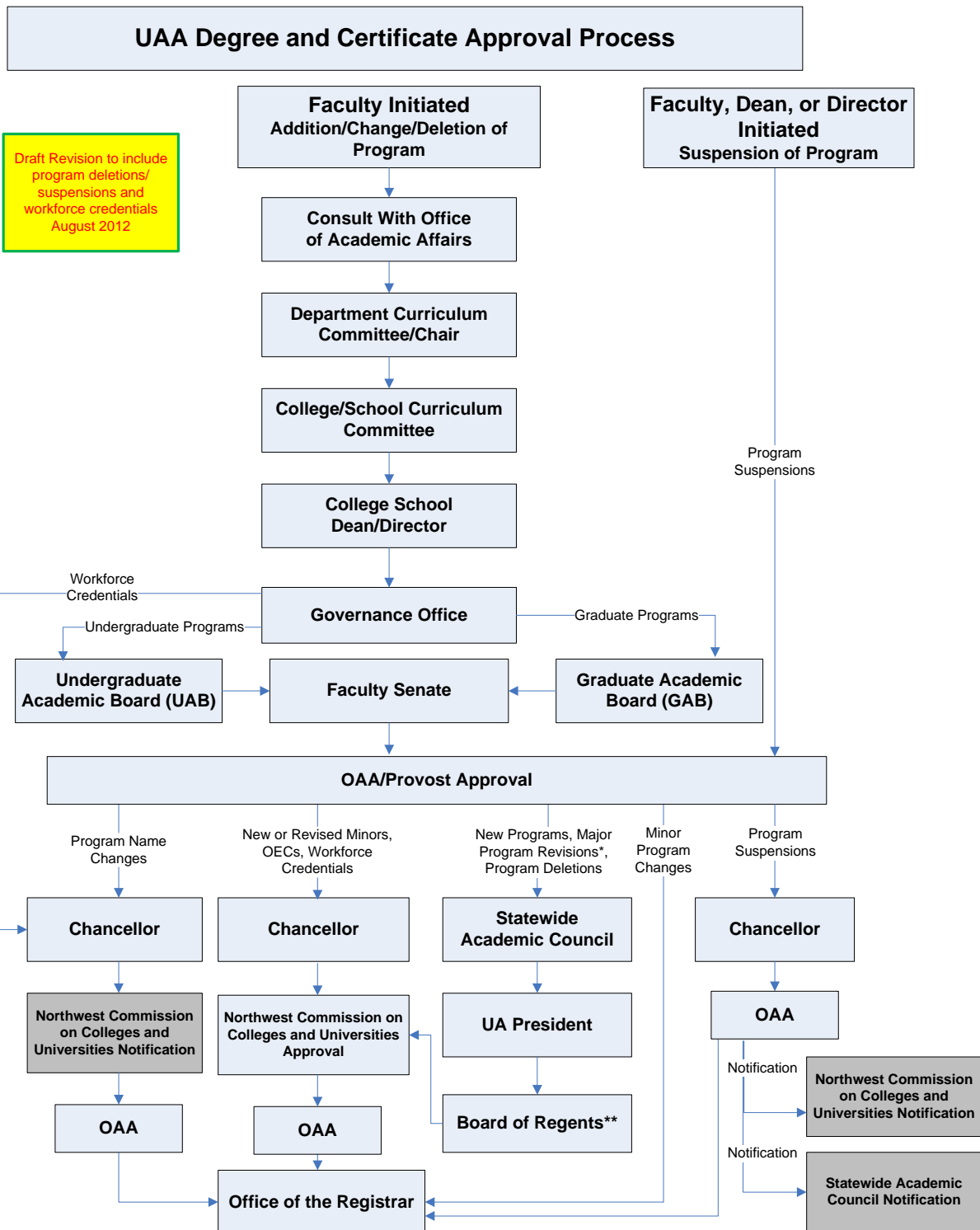
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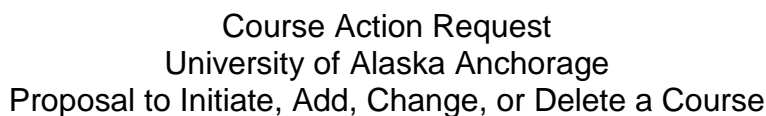
*Consult with Academic Affairs for determining whether proposed changes meet the criteria for major program changes.

**Requires 60-day advance notice to have items placed on the agenda



Program/Prefix Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College choose one	1b. Department		
2. Complete Program Title/Prefix			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: CHOOSE ONE			
This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input type="checkbox"/> No			
4. Type of Action: PROGRAM PREFIX <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete </div> <div style="width: 45%;"> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </div> </div>			
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. <u>Completed Program Assessment Review with the Academic Assessment Committee (AAC)</u> Date:			
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Cover Memo <input type="checkbox"/> Catalog Copy in Word using the track changes function </div>			
8. Justification for Action			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Initiator (faculty only) _____ Date _____ Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </td> <td style="width: 50%; border: none;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </td> </tr> </table>		Initiator (faculty only) _____ Date _____ Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>
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200

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 transcribed 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.

DRAFT

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.

DRAFT

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.