I. Roll

( ) Barbara Brown  ( ) Fred Barbee  ( ) Len Smiley
( ) Caedmon Liburd  ( ) Gail Holtzman  ( ) Robin Wahto
( ) Catherine Sullivan  ( ) Grant Baker  ( ) Roy Poole
( ) Cheryl Smith  ( ) Hilary Davies  ( ) Stephen Gillon
( ) Deborah Mole  ( ) Hilary Seitz  ( ) Suzanne Forster
( ) Erik Hirschmann  ( ) Toni Croft

II. Approval of the Agenda (pg. 1-3)

III. Approval of Meeting Summary for March 21, 2008 (pg. 4-7)

IV. Administrative Report

A. Assistant Provost Tom Miller- WICHE-ICE (pg. 8-16)

B. Registrar John Allred

V. Chair’s Report

A. UAB Chair- Caedmon Liburd

B. GER Chair- Suzanne Forster

VI. Program/Course Action Request – Second Reading

A. CAS

Chg INTL A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0)
(cross listed w/ GEOG A101) (pg. 17-20)

Chg GEOG A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0)
(cross listed w/ INTL A101) (pg. 21-24)

Del GEOG A103 World Economic Geography (3 cr) (3+0) (pg. 25)

Chg GEOG A211 Earth Systems: The Science and Geography of the Natural Environment (3 cr)
(3+0) (cross listed w/ ENVI A211) (pg. 26-31)

Chg ENVI A211 Earth Systems: The Science and Geography of the Natural Environment (3 cr)
(3+0) (cross listed w/ GEOG A211) (pg. 32-36)

Chg GEOG A211L Earth Systems: The Science and Geography of the Natural Environment Laboratory
(1 cr) (0+3) (cross listed w/ ENVI A211L) (pg. 37-41)

Add ENVI A211L Earth Systems: The Science and Geography of the Natural Environment Laboratory
(1 cr) (0+3) (cross listed w/ GEOG A211L) (pg. 42-46)

Chg ENVI A212 Living on Earth: People and the Environment (3 cr) (3+0) (pg. 47-51)

Chg COMM A235 Small Group Communication (3 cr) (3+0)
No revisions received

Chg  COMM A237  Interpersonal Communication (3 cr) (3+0)
No revisions received

B. CHSW
Chg  NS A427  Care of Victims of Family Violence (3 cr) (3+0) (pg. 52-58)
Chg  Bachelor of Social Work (pg. 59-62)

C. CTC
Chg  Apprenticeship Technologies
No revisions received

D. HC
Add  HNRS A209  Participatory Action Research (3 cr) (3+0) (pg. 63-67)

VII. Program/Course Action Request – First Reading

Del  PHIL A311  Metaphysics and Epistemology (3 cr) (3+0) (pg. 68)
Add  PHIL A317  Metaphysics (3 cr) (3+0) (pg. 69-72)
Add  PHIL A318  Epistemology (3 cr) (3+0) (pg. 73-77)
Add  PHIL A423  Advanced Ethical Theory (3 cr) (3+0) (pg. 78-82)
Chg  Philosophy BA, Minor (pg. 83-87)
Chg  Bachelor of Science, Technology (BST) (pg. 88-96)
Chg  ASL A101  Elementary American Sign Language I (3 cr) (3+0) (pg. 97-101)
Chg  ASL A102  Elementary American Sign Language II (3 cr) (3+0) (pg. 102-105)
Chg  ASL A201  Intermediate American Sign Language I (3 cr) (3+0) (pg. 106-109)
Chg  ASL A202  Intermediate American Sign Language II (3 cr) (3+0) (pg. 110-113)
Chg  FREN A101  Elementary French I (4 cr) (4+0) (pg. 114-118)
Chg  FREN A102  Elementary French II (4 cr) (4+0) (pg. 119-123)
Chg  FREN A201  Intermediate French I (4 cr) (4+0) (pg. 124-128)
Chg  FREN A202  Intermediate French II (4 cr) (4+0) (pg. 129-133)
Chg  GER A101  Elementary German I (4 cr) (4+0) (pg. 134-138)
Chg  GER A102  Elementary German II (4 cr) (4+0) (pg. 139-143)
Chg  GER A201  Intermediate German I (4 cr) (4+0) (pg. 144-148)
Chg  GER A202  Intermediate German II (4 cr) (4+0) (pg. 149-153)
Chg  JPN A101  First Year Japanese I (4 cr) (4+0) (pg. 154-158)
Chg  JPN A102  First Year Japanese II (4 cr) (4+0) (pg. 159-163)
Chg  JPN A201  Second Year Japanese I (4 cr) (4+0) (pg. 164-168)
Chg  JPN A202  Second Year Japanese II (4 cr) (4+0) (pg. 169-173)
Chg  RUSS A101  Elementary Russian I (4 cr) (4+0) (pg. 174-178)
Chg  RUSS A102  Elementary Russian II (4 cr) (4+0) (pg. 179-183)
Chg  RUSS A201  Intermediate Russian I (4 cr) (4+0) (pg. 184-188)
Chg  RUSS A202  Intermediate Russian II (4 cr) (4+0) (pg. 189-193)
Chg  SPAN A101  Elementary Spanish I (4 cr) (4+0) (pg. 194-198)
Chg  SPAN A102  Elementary Spanish II (4 cr) (4+0) (pg. 199-203)
Chg  SPAN A201  Intermediate Spanish I (4 cr) (4+0) (pg. 204-208)
Chg  SPAN A202  Intermediate Spanish II (4 cr) (4+0) (pg. 209-213)
Chg  JPC A403  Communications and Medical Research (3 cr) (3+0) (pg. 214-219)
Chg  BA A375  Statistics for Business and Economics (3 cr) (3+0) (pg. 220-224)
Del  BA A441  Retailing Management (3 cr) (3+0) (pg. 225)
Chg  BA A447  International Marketing (3 cr) (3+0) (pg. 226-230)
Chg  BA A463  Promotion Management (3 cr) (3+0) (pg. 231-234)
Chg  BA A481  Applications in Management (3 cr) (3+0) (pg. 235-240)

VIII. Old Business
A. 2nd Reading: Related Instruction and Practicum (pg. 241-243)

IX. New Business

X. Informational Items and Adjournment
A. Curriculum Log
B. Curriculum Handbook
C. Purge List
I. Roll

( ) Barbara Brown  (x) Fred Barbee  ( ) Len Smiley
(x) Caedmon Liburd  ( ) Gail Holtzman  (x) Robin Wahto
(x) Catherine Sullivan  ( ) Grant Baker  ( ) Roy Poole
(x) Cheryl Smith  (x) Hilary Davies  (x) Stephen Gillon
(x) Deborah Mole  (x) Hilary Seitz  (x) Suzanne Forster
(x) Erik Hirschmann  (x) Toni Croft

II. Approval of the Agenda (pg. 1-3)
Replace ENGL A313 docs that were emailed
Approved

III. Approval of Meeting Summary for February 29, 2008 (pg. 4-7)
Approved

IV. Administrative Report

A. Assistant Provost Tom Miller
Related Instruction will be discussed
Accreditation Steering committee has been appointed

B. Registrar John Allred
Degree works
Mid-June will begin in office training
Summer and Fall class schedules are out

V. Chair’s Report

A. UAB Chair- Caedmon Liburd
Student Goal Attainment- Gary Rice (pg. 8-9)
Comments:
How would this change if Ds were not considered success?
Many programs are now moving toward minimum of grade of C.
Are you able to track distance delivery?
Takes into consideration students who only take a class or two, and don’t intend to get a degree

B. GER Chair- Suzanne Forster
Approved SWK 243, EDEC A105, and WS A200
Asked for revisions from SWK A431

VI. Program/Course Action Request – Second Reading

A. CAS
Chg  ENGL A212  Technical Writing (3 cr) (3+0) (pg. 10-16)
UAB remanded to GERC on Sept. 28
Approved by GER on Nov. 9
Tabled by UAB in Nov. 9
Approved
Chg ENGL A313 Professional Writing (3 cr) (3+0) (pg. 17-21)
Approved

Chg WS A200 Introduction to Women’s & Gender Studies (3 cr) (3+0) (pg. 22-26)
Approved

B. CHSW

Chg SWK A106 Introduction to Social Welfare (3 cr) (3+0)
SWK has made good faith effort to update this GER, but they request that this be removed from the agenda until next year. Faculty is on sabbatical.

Chg SWK A243 Cultural Diversity and Community Service Learning (3 cr) (3+0) (pg. 27-32)
Approved

Chg SWK A431 Social Work Practice IV: Integrative Capstone (3 cr) (3+0) (pg. 33-37)
Approved

C. COE

Chg EDEC A105 Introduction to the Field of Early Childhood (3 cr) (3+0) (pg. 38-43)
Approved

Chg EDEC A210 Guiding Young Children (3 cr) (3+0) (pg. 44-48)
Approved

Chg EDEC A241 Infant and Toddler Development (3 cr) (3+0) (pg. 49-53)
Approved

Chg EDEC A242 Family and Community Partnership (3 cr) (3+0) (pg. 54-58)
Approved

Chg EDEC A492 Early Childhood Seminar (1 cr) (1+0) (pg. 59-63)
Approved

Chg EDEC A495 Early Childhood Internship (3-9 cr) (0+12-30) (pg. 64-67)
Approved

Chg Bachelor of Arts, Early Childhood Education (pg. 68-87)
Approved

Chg Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (pg. 88-98)
Approved

VII. Program/Course Action Request – First Reading

Chg Apprenticeship Technologies (pg. 99-102)
Approved

Chg INTL A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0)
(cross listed w/ GEOG A101) (pg. 103-107)
Remanded to GERC

Chg GEOG A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0)
(cross listed w/ INTL A101) (pg. 108-115)
Remanded to GERC
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<th>Action</th>
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<tr>
<td>Del</td>
<td>GEOG A103</td>
<td>World Economic Geography (3 cr) (3+0) (pg. 116-120)</td>
</tr>
<tr>
<td>Chg</td>
<td>GEOG A211</td>
<td>Earth Systems: The Science and Geography of the Natural Environment (3 cr) (3+0) (cross listed w/ ENVI A211) (pg. 121-129)</td>
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<td>Chg</td>
<td>COMM A235</td>
<td>Small Group Communication (3 cr) (3+0) (pg. 178-182)</td>
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<td>Chg</td>
<td>COMM A237</td>
<td>Interpersonal Communication (3 cr) (3+0) (pg. 183-187)</td>
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<td>Del</td>
<td>PHIL A311</td>
<td>Metaphysics and Epistemology (3 cr) (3+0) (pg. 188)</td>
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<tr>
<td>Add</td>
<td>PHIL A317</td>
<td>Metaphysics (3 cr) (3+0) (pg. 189-195)</td>
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<tr>
<td>Add</td>
<td>PHIL A318</td>
<td>Epistemology (3 cr) (3+0) (pg. 196-203)</td>
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<td>Add</td>
<td>PHIL A423</td>
<td>Advanced Ethical Theory (3 cr) (3+0) (pg. 204-211)</td>
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<tr>
<td>Chg</td>
<td></td>
<td>Philosophy BA, Minor (pg. 212-216)</td>
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<td>Tabled all PHIL courses and program</td>
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<tr>
<td>Add</td>
<td>HNRS A209</td>
<td>Participatory Action Research (3 cr) (3+0) (pg. 217-224)</td>
</tr>
<tr>
<td>Accepted</td>
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</table>

VIII. Old Business

IX. New Business

A. Related Instruction and Practicum- Assistant Provost Miller (pg. 225-227)

MOTION (Robin Wahto): move this item to curriculum item for first reading
Approved

MOTION (Toni Croft): Agendas do not include anything other than memo, CAR, CCG, and/or catalog copy and find some alternative to indicate compliance.
2nd Hilary Davies
Approved

X. Informational Items and Adjournment
B. Curriculum Log
C. Curriculum Handbook
D. Purge List
E. Fire Catalog Copy (pg. 228-229)
F. Centers and Institutes in Academic Units (pg. 231-232)
WICHE ICE Steering Board Governs Consortium
One member from each institution

Institutional Faculty
Determine participation within Department or Discipline as Teaching Faculty or Enrolling Faculty

University Left – Consortium Member

UAA Administrative Team
Registrar
OAA Rep
PIC

Enrollment Services

Institutional Faculty
Determine participation within Department or Discipline as Teaching Faculty or Enrolling Faculty

Faculty Instructional Tech Services
Student Technology Services
IT Services

eMedia

University Right – Consortium Member

WICHE Administrative support

Records
Registration

Consortium formed and governed by the Steering Board representing all participating institutions and WICHE. The Steering Board operates according to Bylaws found in the Operations Manual. Common procedures for course exchanges are included in the Operations Manual. Institutional procedures are established internally.
UAA Description of WICHE ICE

Concept:

- **Purpose**: To provide opportunities for students to study in subject areas and at levels that would not be otherwise available to them. To take the expertise of great faculty to more students in the region.
- **Players**: Regionally accredited universities in the WICHE region (and possibly beyond). WICHE acts to facilitate student exchange and credit/fee transactions.
- **Guiding principles**:
  - Representational governance by a steering committee.
  - Faculty control course exchanges for both the teaching and the enrolling institutions.
  - Local institutional procedures are used whenever possible. (Enrollment procedures; student services; access to library and technology; cost of seat in the course; establishing course level, credits and applicability to programs; etc.)
  - Common procedures are recorded in operations manual. (Course data set, exchange procedures and timelines, grade records, invoicing and monetary transfers, etc.)

History:

- **Pilot programs**: Graduate Certificate in Supply Chain Management, NEXUS.
- **Regional interest**: WICHE facilitated exchanges and suggested pursuing broader participation.
- **Creation of consortium and acceptance of operations manual**: Approved in April 2007 in Portland

Implementation:

- **Formation of Consortium**: Agreement to abide by principles and procedures of consortium and to participate in governance. Currently 13 institutional members and 2 system members.
- **Course Exchange operations**: Specified to minimum detail in operations manual. Use local university procedures – these have been developed by UAA. All members are (supposedly) prepared to offer or accept exchanged courses in spring 2008
- **Program Exchanges**: Course exchanges can be used to facilitate shared programs. A few exist. More are envisioned in social work, education and other areas. These require additional arrangements.

Impacts on UAA

- **Opportunities for students**: Obtain coursework not available locally. Enroll in home institution while taking courses from other member institutions. Transferability and applicability to degree programs is predetermined. No interruption in residence or difficulties with financial aid. UAA faculty retain relationships with their majors and students continue to associate with their peers.
- **Opportunities for faculty**: Collaborate with colleagues from other institutions in bringing a greater variety of courses to UAA students. Fill classes where we have capacity. Alternate means for UAA students to obtain needed coursework when circumstances arise.
- **Accreditation**: The NW Commission on Colleges and Universities has approved shared programs and reviewed operating procedures. Programs are approved. Procedures have received preliminary approval. Final approval expected soon.

Challenges for WICHE ICE

- **Members, subscribers, promoters**: Operation is supported by membership dues ($2-4000/institution) and student fees ($20/course). To reach sustainable condition we need to build the number of institutional members and exchanged seats.
- **Quality control**: All institutions rely on their internal quality control procedures for the courses that they offer. The consortium could offer additional assurance of quality in exchanged courses.
- **Faculty Collaboration**: More opportunities (conferences, shared programs, projects, etc.) for faculty collaboration should be developed using ICE as a means to engage students.
- **Expansion**: Other regions are interested in participation.
From Executive Summary – WICHE ICE. The goal of WICHE ICE is to benefit students through increased access to courses and programs in a variety of disciplines while they continue uninterrupted in their interactions with the faculty and advisors of their home institution. WICHE ICE honors each institution’s practices for scheduling courses, enrolling students, recording student performance and assessing the effectiveness of courses. An Operations Manual, designed by WICHE ICE members, provides the necessary standardized policies and procedures for all members using this method for course exchanges.

The defining characteristics of the WICHE ICE policies and procedures contained in this manual include:

1. Students have expanded opportunities to select and access high quality courses and programs from the institutional members. Students, with the recommendation of their advisors, enroll at their home institutions in courses that are taught by faculty in the other member institutions.

2. Each WICHE ICE exchange involves three parties:
   a. the Teaching Institution that provides the course in a distance format
   b. the Enrolling Institution that enrolls the student into the exchanged courses
   c. WICHE acts as a central agent serving all of the institutions and the students involved in exchanges by enabling transactions and by providing for advising, marketing and record keeping of activities.

3. Member institutions agree to share essential information and adopt common mechanisms whereby faculty and other academic advisors from the student’s enrolling institution may effectively participate in the evaluation and selection of courses from teaching institutions. Courses meet all standards for quality in design, content, delivery and effectiveness and all WICHE ICE institutions must be regionally accredited.

4. Processes adopted at member institutions allow students to enroll in exchanged courses in the same manner as they do for courses offered by their home institution.

5. The consortium is managed by the members through a Steering Board, and a thoughtful business plan provides for longevity and stability of the collaborative processes.

WICHE ICE presents numerous advantages over the current transfer arrangements including.

1. Students benefit through
   a. Improved access to advising and faculty guidance in the selection of exchanged courses, available through distance technologies at their home institutions.
   b. More straightforward access to student services and financial aid.
   c. Access to applicable courses for students displaced by (1) degree or work related travel (military deployment, internships, clinical experiences, etc.), (2) enriching experiences (volunteer, international travel, etc.) or (3) local disaster or disruption of service (hurricane, earthquake, fire, terrorist activity)

2. Faculty benefit through opportunities to collaborate resulting in
   a. Enhanced educational experiences and courses available to students in their majors.
   b. Increases in shared courses and programs between institutions.
   c. Increased sharing of successful experiences and methods of instruction

3. Institutions benefit through the regional WICHE network with added ability to
   a. Balance the supply and demand for courses, and solve immediate short term needs for particular courses.
   b. Respond to workforce demands, especially those that quickly materialize and dissipate.
   c. Provide critical enrollments for otherwise undersubscribed programs.

Active engagement in WICHE ICE is expected to have positive effects on student retention and time to degree.
## Course Information Sheet – For listing a course on WICHE ICE

<table>
<thead>
<tr>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course prefix, number and title</td>
</tr>
<tr>
<td>Course section and CRN (mother section and daughter section)</td>
</tr>
<tr>
<td>Course credits (quarter, semester or CEU)</td>
</tr>
<tr>
<td>Course level – pre-collegiate, undergraduate, graduate, professional level, continuing education/non-credit</td>
</tr>
<tr>
<td><strong>Program</strong> (if applicable)</td>
</tr>
<tr>
<td>Campus and Course catalog URL</td>
</tr>
<tr>
<td><strong>Instructor</strong> (name and contact information)</td>
</tr>
<tr>
<td>Special instructor attributes (e.g. Nobel Laureate, Academically qualified by AACSB,…) – To be used in selection by enrolling inst.</td>
</tr>
<tr>
<td>Catalog Description of course: Attach or link to Syllabus containing: Schedule of activities, Course objectives, Text and readings, Student learning outcomes, Assignments, How assignments are evaluated, Assessment Processes, Special technology requirements</td>
</tr>
<tr>
<td><strong>Prerequisites</strong> – So that enrolling faculty can advise - Courses and (if feasible) knowledge or skills since course identifiers vary. If the prerequisite courses are described on a website, consider including the links.</td>
</tr>
<tr>
<td><strong>Delivery method and requirements</strong>: software, lab materials, access to databases, technology</td>
</tr>
<tr>
<td><strong>Seats Available to WICHE ICE for this section</strong></td>
</tr>
<tr>
<td>Dates: Unclaimed seats will be withdrawn</td>
</tr>
<tr>
<td>Instruction Start Date</td>
</tr>
<tr>
<td>Instruction End Date</td>
</tr>
<tr>
<td>Last Add Date</td>
</tr>
<tr>
<td>Final Grade available to WICHE ICE</td>
</tr>
<tr>
<td>Last date for refund: (Enrolling campus will be invoiced)</td>
</tr>
<tr>
<td>Campus visits required? Practicum, clinical or engagement required.</td>
</tr>
<tr>
<td>Special arrangements that students must make. (e.g. video a presentation or performance, take a skills test, visit a clinical or industry site, partner with a local entity, etc.)</td>
</tr>
<tr>
<td>Name, email and phone of Academic contact (Usually Teaching Faculty member. May be someone other than faculty available to answer course questions)</td>
</tr>
<tr>
<td>Name, email and phone of Administrative Contact (for clarification of listing, student policy or procedural inquiries and dispute guidance) <strong>PIC</strong></td>
</tr>
<tr>
<td>Name, email, phone and hours of IT contact for help desk at UAA</td>
</tr>
<tr>
<td>Contact information for bookstore and library at UAA</td>
</tr>
<tr>
<td>Cost: Total per seat payable to UAA (This amount to WICHE ICE)</td>
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<td>Payable to College (describe and list amount and account#)</td>
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<td>Payable to IT Services (describe and list amount and account#)</td>
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<td>Payable to WICHE (describe and list amount and account#)</td>
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<tr>
<td>Payable to ___ (describe and list amount and account#)</td>
</tr>
<tr>
<td>Other academic or faculty information: Include selling points of faculty rank and area of research or interest, faculty experience with the media used, successes, student testimonies of course value, etc.</td>
</tr>
<tr>
<td>Student Readiness Checklist: Experience, Software, Student ability verified by the enrolling institution before enrollment in the course.</td>
</tr>
<tr>
<td>Other important information</td>
</tr>
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</table>

X:\GOVERNANCE\GAB\2007-2008 agendas\March\March 28\UAA Description of WICHE ICE_March08_ver2.doc 11
Student Information and Policy Agreement

For UAA students enrolling in courses offered through the WICHE ICE Consortium Appendix 3

Course Information
UAA is a member of a consortium of accredited institutions of higher learning in the western United States called the Western Interstate Commission on Higher Education Internet Course Exchange – WICHE ICE. The members of the consortium have developed courses that may be delivered using various technologies to many locations within the WICHE region. If you elect to register for one of those courses you must be aware of the following information and agree to the policies that govern the course delivery.

Registration:
The course, ____________________________ (UAA Subject, Number, Title and Section), is presented as a UAA offering for ___ credits. You may register for the course through the usual UAA registration process, paying all tuition and fees in the process. Special discounts and tuition waivers may not apply to this course. For the purposes of this course you will follow the enrollment and payment deadlines for UAA and the course start and end dates for the [Teaching Institution], which may differ from other UAA offerings. Since you will be enrolling as a UAA student you are responsible for adhering to the established policies and procedures found in the UAA catalog and Student Handbook. You will also be accountable for any academic policies noted in the course syllabus that are specific to the [Teaching Institution].

Delivery:
This course is delivered by ____________________________ (the Teaching Institution), an accredited institution and member of the WICHE ICE consortium. The course instructor has supplied a syllabus available at ____________________________ that includes course topics, the schedule of activities, student expectations, and student learning outcomes, evaluation criteria and contact information. It is your responsibility to contact the course instructor and comply with the requirements and the schedule of the course. It is also your responsibility to comply with the academic policies of the teaching institution in areas such as academic integrity, course performance and behavior standards.

Evaluation of your performance and computation of the grade in your course is the responsibility of the instructor of record and the teaching institution. You will receive a letter grade based upon the work submitted at the completion of this course. Incomplete (I) or deferred grades (DF) will not be assigned for this course. Any dispute regarding process or content of that evaluation is subject to the review policies of teaching institution.

Student Services:
• General UAA services available to any UAA student in your status are available to you.
• Library services will be provided by both UAA and the teaching institution. Access to on-line and other library services at the delivery institution will be arranged through [name], the [Teaching Institution] WICHE ICE Program Information Coordinator.
• IT services will be provided by both UAA and the teaching institution. Regular student access to the UAA network, email and information services will follow your course registration. The IT staff and help desk at UAA will assist in technology issues associated with this course delivery that are under the control of UAA. Departmental and IT staff at the delivering institution will assist with issues that they control. Contact information is available through [name], the [Teaching Institution] WICHE ICE Program Information Coordinator.

Records:
Your academic record at UAA may be shared with appropriate persons from (the Teaching Institution) in order to determine sufficient academic preparation for this course. The instructor of record from (the Teaching Institution) will maintain records of your performance in the assignments and activities of the course. These records will be available for you to review and to share with UAA program faculty for which this course may apply. A record of your enrollment and performance in this course will also be submitted to WICHE to facilitate transfer of that information between institutions. A copy of your course record, including your final course grade, will be maintained in the WICHE ICE data base for a period of 5 years.

The instructor of record will submit the final grade earned in the course to the UAA registrar through a mechanism established by WICHE ICE. The final grade submitted will be: 1) evaluated as a transfer grade to remove any plus or minus notation based upon the UAA acceptance of transfer credit; 2) added to your UAA transcript; and 3) used in the calculation of your overall GPA. Courses offered in this manner are considered to be resident credit.

Agreement:
I agree to the policies and procedures outlined above and wish to continue my registration in the course identified.

_________________________________________  ________________
Student Name   Date
Think of a colleague with whom you would like to collaborate, a course you have ready to teach but have never quite had enough of a student base to make work, or your favorite professor that you would like to have your students experience a course from.

Process to offer a course:
1. Identify / develop a course and get either a temporary number or a selected topics number assigned by your department.
2. Contact Scheduling and Publications in the Office of the Registrar with a completed Course Request form, noting that this will be a “stacked” course. The Office of the Registrar will enroll the students from WICHE ICE in one section and the UAA students in another.
3. Contact Shane Southwick and complete the Course Information Record which identifies the number of seats you want to make available on the WICHE ICE site and other information important to the enrolling institution.
4. Identify a date by when you would like to pull the course for lack of outside enrollment if you want to be able to make more seats available to UAA students. You can alleviate this concern if you have collaborated with a colleague at one of the other participating institutions and you are aware that they have students already identified who are ready to register for the course.
5. Teach the course. John Allred in the Office of the Registrar will ensure the ICE students have student records and Shane Southwick will be the liaison with the ICE students to ensure they have access to the library, IT services, Blackboard and student services.
6. Submit a grade through the regular online grading mechanism in UAOnline. Shane will ensure the course grades are submitted to the WICHE ICE site and made available to the ICE student institutions for addition to their local transcript.

Process to enroll students in a course:
1. Go to http://wiche-ice.org. You can view the courses that are being offered by participating institutions. Or identify the participating institutions and peruse their course catalog to see if there is a course you would like your students to experience. The best scenario is if you have contacted a colleague at one of these institutions and have spoken specifically about a course you want your students to experience.
2. Inform Shane Southwick that UAA would like to request seats in the course. He can then submit the request to the WICHE ICE system. Once the seats are available you can market them to your students.
3. Shane will inform John Allred in the Office of the Registrar. We will create a UAA section for the course and make the course available within the Banner Registration system. Students will register for the course as they would any other online course with Instructor approval required.
4. Shane will provide a contract to your department for the students to sign that identifies the WICHE ICE coordinator for the teaching institution, informs the student that they will need to be aware of deadlines and holidays at the teaching institution, and some other basic distance course information.
5. Shane will submit the students through the WICHE ICE system for addition to the class rolls at the teaching institution.
6. Once the course is complete, Shane will pull the grades from the WICHE ICE system and the Office of the Registrar will enter them into the student’s record as resident credit.
WICHE ICE Fact Sheet

Fact: Enrollments at UAA in distance course have increased from 2599 students form the Academic Year 1999-2000 to a projected 9,500 student for the current academic year.

- WICHE ICE can provide the resources necessary to assist in meeting the demands of our students.

Fact: Each semester we are forced to deny hundreds of students access to our distance courses because the courses are at their capacity.

- WICHE ICE courses will provide these students with alternative options. They will have more choices to and more opportunities available to them.

Fact: Each semester UAA is assigning online courses to faculty members who have never taught online previously. There is no established review process that guarantees the quality of online delivered academic courses.

- WICHE ICE provides access to and allows peer review of courses coming from some of the world’s most experienced and competent online instructors at accredited institution in the WICHE region.

Fact: The demographic research for Alaska distance students indicates the following;

a) The mean age of distance students in AK is 29 years and 10 mos.
b) 72% of distance learners are female.
c) 89% are undergraduate students
d) 51% are part time students
e) 38% are full time students

Many of these are not typical students you will find in a traditional classroom. They often are working adults looking to meet their educational goals by taking their coursework via the web. Currently around 70% of UAA distance courses are undergraduate GER courses.

- WICHE ICE will potentially provide these non-traditional students the opportunity to continue their education at UAA without having to seek enrollment at another institution such as the University of Phoenix, Athabasca University, or Western Governor’s University.
Q: What types courses will students be able to take using the WICHE ICE program?
A: That depends on what the offering institutions decide. Any undergraduate or graduate course that is available in a web compatible format may be offered through WICHE ICE. The faculty of the Teaching Institution determines the term-by-term availability of each course.

Q: How will students from another school who are enrolling in one of my courses be supported? i.e. Blackboard support.
A: This process should be seamless. Once a student takes an open seat in a UAA course, they become UAA distance students. Their information will be entered in Banner and Bb and they will receive the same level of support as any other student enrolled at UAA.

Q: How will inclusions of WICHE ICE students in my distance delivered course effect my workload as a faculty member?
A: The impact will be extremely minimal. The only thing that will be different for a WICHE student compared to a regular UAA student is the way the grade is reported. Final grades will be entered on two different grade forms. One for the UAA students and another for the WICHE students enrolled in the course.

Q: What about UAA students who want to get into a course but cannot because the course is at capacity due to WICHE students?
A: Our first priority will always be to meet the needs of our students. Departments and colleges have control over how many seats they decided to offer other institutions. If a course has a history of being full, it would make sense not to offer any seats in that course. On the other hand, if a course usually has excess capacity it makes sense to offer up seats to other students.

Q: Who is involved in the decision to share UAA courses through the WICHE Internet Course Exchange (ICE)?
A: Colleges and Departments will make decisions about WICHE ICE seat offerings using input from the faculty in the same way that they make decisions for other types of local and distance offerings. WICHE ICE will be one more tool used for enrollment management.

Q: Who sets the price for online courses?
A: The Teaching Institution has complete control of the revenue that it receives from a WICHE ICE course. If UAA is offering seats in a particular course, charges per seat are determined by UAA. The Enrolling Institution may add fees to cover its costs (e.g. Technology or distance fee), and a small ($20/seat) fee is paid to WICHE for the administrative and recordkeeping services that they perform. The student at the enrolling institution pays the sum of these charges. Institutions will obviously have to carefully consider charges in order to strike a balance between course availability and program sustainability.
Q: What if the course management system (Blackboard, Web CT, other) used by the teaching institution is different than the one used by the enrolling institution?
A: From the UAA standpoint this should not matter. Once a student is enrolled in a UAA course they will be assigned a proprietary username and password which allows them access to the UAA network and all the services normally provided. All other WICHE ICE institutions provide similar access to their networks and services for students enrolling in their courses from other campuses.

Q: How will faculty members know which students are WICHE ICE students?
A: All WICHE ICE courses delivered by UAA will be configured as cross-listed sections. This means that there will be two section numbers assigned to each course. The UAA students will be in one section and the WICHE students will be in the other. The two sections will be merged into a single Blackboard account for ease of course management by the teaching faculty member.

Q: How will faculty members/advisors know if a course taught by another institution meets the academic standards necessary for credit at UAA?
A: WICHE ICE offerings include comprehensive information about the course on the website. Also, there is considerable access to the teaching faculty members and their materials. UAA faculty members, deans, and/or department chairs will have the opportunity to view extensive course materials from other schools before accepting courses into their academic curricula. If a course does not meet the standards, we will not buy any seats in that course.

Q: Will a new course have to be designed to use on WICHE ICE or can I use the one I am currently teaching?
A: If the current course is well designed and you would like to offer some seats to other schools, that is good enough. Remember other institutions will have the opportunity to view your course before deciding to use it or not.

Q: What is the University of Alaska Anchorage time frame for beginning to share courses?
A: UAA has been using this, or similar mechanisms to offer courses already. The internal UAA arrangement for Alaska ICE and the Graduate Certificate in Supply Chain Management demonstrated the feasibility of this arrangement. WICHE ICE expands those efforts and makes collaboration possible with all institutions within the WICHE region.

In Spring 2008 UAA is offering seats as a teaching institution and UAA students are enrolling in WICHE ICE courses offered at other institutions.

Q. How does this affect our accreditation?
A. The Northwest Commission on Colleges and Universities has determined that the course exchanges described by WICHE ICE as a procedure are included in the institutional accreditation of UAA.
### Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

---

#### 1a. School or College
- AS CAS

#### 1b. Division
- ASSC

#### 1c. Department
- Geography & Environmental Studies

#### 2. Course Prefix
- INTL

#### 3. Course Number
- A101

#### 4. Previous Course Prefix & Number

#### 5a. Credits/CEU
- 3

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

---

#### 6. Complete Course/Program Title
**Local Places/Global Regions: An Introduction to Geography**

**Intro to Geography**

Abbreviated Title for Transcript (30 character)

---

#### 7. Type of Course
- Academic

#### 8. Type of Action
- **Add**

#### 9. Repeat Status
- No

#### 10. Grading Basis
- A-F

#### 11. Implementation Date
- From: Fall/2008
- To: /9999

#### 12. Cross Listed with GEOG A101
- **Stacked**

---

**Course Description**

Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.

#### 17a. Course Prerequisite(s) (list prefix and number)
- N/A

#### 17b. Test Score(s)
- N/A

#### 17c. Co-requisite(s) (concurrent enrollment required)
- N/A

#### 17d. Other Restriction(s)
- N/A

#### 17e. Registration Restriction(s) (non-codable)
- N/A

#### 13. List any programs or college requirements that require this course

#### 14. Coordinate with Affected Units:
- UAA Faculty Listserve, Deans and Directors
- Department, School, or College

---

Initiator Signature: __________________________  Date: __________________________

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### Approval Process

#### Approved

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INTL A101
Course Content Guide

Date: 24 March, 2008

I. Course Information

a. College: College of Arts and Sciences
b. Course Subject: GEOG
c. Course Number: A101
d. Credits/Contact: 3 credits, 3 + 0 contact
e. Title: Local Places/Global Regions: An Introduction to Geography
f. Grading Basis: A-F
g. Prerequisites: No prerequisite
h. Course Fees: None
i. Cross listing: GEOG A101
j. Description: Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.

II. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructors will:

1. Introduce students to selected world regions, and the local places found in those regions, through a variety of critical themes while exposing them to the discipline of geography and geographic modes of understanding.
2. Engage students through building a general understanding of the physical and human geography of key regions of the world. Topics include regional environments and environmental issues, population movements and settlements, cultural attributes, geographic/political issues and social and economic development.
3. Expose students to key global issues such as globalization and global interdependence, global warming, population growth, terrorism, nationalism, language loss, colonialism and post-colonialism, and how these issues impact individuals and local places.
4. Develop in students an appreciation of the world’s cultural and ecological diversity and the challenges globalization and economic growth presents to this complexity.
5. Introduce students to the fundamentals of interpreting geographic/social science data as depicted by maps, charts, and graphs and using these social science approaches to make empirical claims.
6. Expose students to the problematic nature of understanding the world through the social sciences.

B. Student Outcomes. Students will be able to:
Outcomes Assessment Methods

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods</th>
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<tr>
<td>Investigate the discipline of geography and identify how geographic modes of inquiry help us to understand the world.</td>
<td>Exams</td>
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<tr>
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<td>Quizzes</td>
</tr>
<tr>
<td>Describe the key human, physical, and ecological features of the world’s major regions and recognize the cultural diversity of the global geographic experience.</td>
<td>Exams and Quizzes</td>
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<td>Projects and Presentations</td>
</tr>
<tr>
<td>Identify and describe key global and international issues (including globalization and cultural diversity) and explore how they impact and/or transform modern life and individual lives.</td>
<td>Exams and Quizzes</td>
</tr>
<tr>
<td></td>
<td>Projects and Presentations</td>
</tr>
<tr>
<td>Read tables, graphs, and maps as different modes of information depiction, while addressing their usage in various contexts and comprehending their limited but important abilities to make empirical claims.</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Quizzes</td>
</tr>
</tbody>
</table>

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing. Individual and group presentations are also recommended.

IV. Course Level Justification

This is an introductory course intended to introduce students to the basics of geography and international studies.

V. Topic Course Outline

1. Introduction to the disciplines of geography and international studies.
2. Key concepts in global human geography: population, cultural patterns, political units, globalization and global interdependence, economic and social development, gender equity, ethnicity and race.
3. Key concepts in global environmental geography: physical systems, nutrient cycles, energy flow, natural hazards, global climate change, agriculture and agricultural change
4. Survey of world’s regions and places (through key concepts and an emphasis on the impact of global issues on the world’s peoples)

VI. Suggested Texts

There are a wide variety of texts available on the market, but instructors should generally choose a contemporary world, regional geography text such as Marston, et al. World Regions in Global Context, Prentice Hall, 2005. A newspaper or magazine such as The Economist or The Christian Science Monitor that stresses current, international affairs is also recommended.

VIII. Bibliography

Below is a sample of possible resources:


# Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

---

### 1a. School or College
- AS CAS

### 1b. Division
- ASSC

### 1c. Department
- Geography & Environmental Studies

### 2. Course Prefix
- GEOG

### 3. Course Number
- A101

### 4. Previous Course Prefix & Number

### 5a. Credits/CEU
- 3

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

### 6. Complete Course/Program Title
- Local Places/Global Regions: An Introduction to Geography
- (Intro to Geography)

### 7. Abbreviated Title for Transcript (30 character)
- (Intro to Geography)

### 8. Type of Course
- Academic

### 9. Repeat Status No

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

### 11. Implementation Date
- From: Fall/2008
  - To: /9999

### 12. Cross Listed with
- INTL A101

### 13. List any programs or college requirements that require this course

### 14. Coordinate with Affected Units
- UAA Faculty Listserv, Deans and Directors
- Department, School, or College

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

### 16. Course Description
- Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.

### 17a. Course Prerequisite(s)
- N/A

### 17b. Test Score(s)
- N/A

### 17c. Co-requisite(s)
- N/A

### 17d. Other Restriction(s)
- N/A

### 17e. Registration Restriction(s)
- N/A

### 18. Mark if course has fees

### 19. Justification for Action
- Minor CCG change. Small adjustment to environmental content of course.

---

### Approved

- Initiator (faculty only)
- Date

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### Disapproved

- Dean/Director of School/College
- Date

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### Date
GEOG A101
Course Content Guide

Date: 24 March, 2008

I. Course Information

a. College: College of Arts and Sciences  
b. Course Subject: GEOG  
c. Course Number: A101  
d. Credits/Contact: 3 credits, 3 + 0 contact  
e. Title: Local Places/Global Regions: An Introduction to Geography  
f. Grading Basis: A-F  
g. Prerequisites: No prerequisite  
h. Course Fees: None  
i. Cross listing: INTL A101  
j. Description: Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.

II. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructors will:

1. Introduce students to selected world regions, and the local places found in those regions, through a variety of critical themes while exposing them to the discipline of geography and geographic modes of understanding.

2. Engage students through building a general understanding of the physical and human geography of key regions of the world. Topics include regional environments and environmental issues, population movements and settlements, cultural attributes, geographic/political issues and social and economic development.

3. Expose students to key global issues such as globalization and global interdependence, global warming, population growth, terrorism, nationalism, language loss, colonialism and post-colonialism, and how these issues impact individuals and local places.

4. Develop in students an appreciation of the world’s cultural and ecological diversity and the challenges globalization and economic growth presents to this complexity.

5. Introduce students to the fundamentals of interpreting geographic/social science data as depicted by maps, charts, and graphs and using these social science approaches to make empirical claims.

6. Expose students to the problematic nature of understanding the world through the social sciences.

B. Student Outcomes. Students will be able to:
### Outcomes Assessment Methods

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| Investigate the discipline of geography and identify how geographic modes of inquiry help us to understand the world. | Exams  
Quizzes |
| Describe the key human, physical, and ecological features of the world’s major regions and recognize the cultural diversity of the global geographic experience. | Exams and Quizzes  
Projects and Presentations |
| Identify and describe key global and international issues (including globalization and cultural diversity) and explore how they impact and/or transform modern life and individual lives. | Exams and Quizzes  
Projects and Presentations |
| Read tables, graphs, and maps as different modes of information depiction, while addressing their usage in various contexts and comprehending their limited but important abilities to make empirical claims. | Exams  
Quizzes |

#### III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing. Individual and group presentations are also recommended.

#### IV. Course Level Justification

This is an introductory course intended to introduce students to the basics of geography and international studies.

#### V. Topic Course Outline

1. Introduction to the disciplines of geography and international studies.  
2. Key concepts in global human geography: population, cultural patterns, political units, globalization and global interdependence, economic and social development, gender equity, ethnicity and race.  
3. Key concepts in global environmental geography: physical systems, nutrient cycles, energy flow, natural hazards, global climate change, agriculture and agricultural change  
4. Survey of world’s regions and places (through key concepts and an emphasis on the impact of global issues on the world’s peoples)

#### VI. Suggested Texts

There are a wide variety of texts available on the market, but instructors should generally choose a contemporary world, regional geography text such as Marston, et al. *World Regions in Global Context*, Prentice Hall, 2005. A newspaper or magazine such as *The Economist* or *The Christian Science Monitor* that stresses current, international affairs is also recommended.

#### VIII. Bibliography

Below is a sample of possible resources:


# Curriculum Action Request

**Title:** Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

## 1. School or College
- **AS:** CAS

## 2. Course Prefix
- GEOG

## 3. Course Number
- A103

## 4. Previous Course Prefix & Number

## 5. Credits/CEU
- **3**

## 6. Contact Hours
- **(Lecture + Lab)**
- **(3+0)**

## 6. Complete Course/Program Title
- **World Economic Geography**

## 7. Type of Course
- **Academic**
- **Non-credit**
- **CEU**
- **Professional Development**

## 8. Type of Action
- **Add**
- **Change**
- **Delete**

## 9. Repeat Status No

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

## 11. Implementation Date
- **From:** Fall/2008
- **To:** 9999

## 12. Cross Listed with

## 13. List any programs or college requirements that require this course

## 14. Coordinate with Affected Units
- **UAA Faculty Listserve, Deans and Directors**

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

## 16. Course Description
- Study of world economic activities. Physical and cultural bases, spatial growth and distribution patterns, and their potential for future development.

## 17. Course Prerequisite(s)
- **List prefix and number**

## 18. Mark if course has fees

## 19. Justification for Action
- This course has rarely been offered during the past 12 years. It does not figure into the department's current curricular plans.

---

**Initiator (faculty only)**

**Dean/Director of School/College**

**Department Chairperson**

**Academic Board Chairperson**

**Provost or Designee**

**Approved**

**Disapproved**

**Approved**

**Disapproved**

**Approved**

**Disapproved**

**Approved**

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**Disapproved**

**Approved**

**Disapproved**

---

**Date**

---
To: CAS Course and Curriculum Committee  
UAB and UAB GER Sub-committee

From: Dorn Van Dommelen, Geography and Environmental Studies

Re: Curricular implications of GES curriculum changes

A number of changes to the course catalogue will be necessitated by the curricular changes proposed:

ENVI minor: the ENVI A201, A202 sequence will need to be renumbered as ENVI/GEOG A211, ENVI A212 both in the listing of the courses and in the description of the minor. GEOG A205 should be removed from list of possible natural science courses

AP Testing ENVI A211 for ENVI A202

General Course requirements for AA degree
List department as Geography and Environmental Studies in Natural and Social Sciences: ENVI A211 for ENVI A202, ENVI A212 for ENVI A201, GEOG A211 and GEOG A211L for GEOG A205 and GEOG A205L

GERs Natural Sciences list
ENVI A211 for ENVI A202, GEOG A211 and GEOG A211L for GEOG A205 and GEOG A205L

GERs Social Science list
ENVI A212 for ENVI A201

In History major description, GEOG/ENVI A211 and GEOG/ENVI A211L for GEOG A205 and GEOG A205L

Prerequisite for ANTH A354: ENVI A212 for ENVI A201

Prerequisite for BIOL A373: ENVI A211 for ENVI A202

Prerequisites for ENVI A492: ENVI A211 for ENVI A202, ENVI A212 for ENVI A201

Prerequisite for PEP A363: ENVI A211 for ENVI A20

Recommended for GEOG/HIST A345: ENVI/GEOG A211 for GEOG A205

Recommended for GEOG/HIST A415: ENVI/GEOG A211 for GEOG A205

26
1a. School or College
AS  CAS

1b. Division
ASSC

1c. Department
Geography & Environmental Studies

2. Course Prefix
GEOG

3. Course Number
A211

4. Previous Course Prefix & Number
GEOG A205

5a. Credits/CEU
3

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

6. Complete Course/Program Title
Earth Systems: The Science and Geography of the Natural Environment

Abbreviated Title for Transcript (30 character)
Earth Systems

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

8. Type of Action
☐ Add  ☑ Change  ☐ Delete

☐ Prefix  ☑ Credits  ☑ Title
☐ Course Description  ☐ Course Prerequisites  ☐ Course Number
☐ Contact Hours  ☐ Cross-Listed/Stacked  ☐ Cross-Listed Coordination Signature
☐ Grading Basis  ☐ Co-requisites  ☐ Registration Restrictions
☐ Other Restrictions

☐ Class  ☐ Level
☐ College  ☐ Major
☐ Other CCG

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis
☐ A-F  ☑ P/NP  ☐ NG

11. Implementation Date
From: Fall/2009  To: /9999

12. ☑ Cross Listed with
ENVI A211

☐ Stacked  with

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:
UAA Faculty Listserve, Deans and Directors
Department, School, or College

Initiator Signature  Date

15. ☑ General Education Requirement
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☑ Integrative Capstone

16. Course Description
The earth and its geography are discussed as a system of systems with feedbacks and interrelationships. Study of natural systems, cycles, and flows and natural and human induced changes in these systems. Topics include basic ecology, weather and climate, resources and resource stress (air, water, oceans, soils), natural hazards. Uses Alaskan, Arctic and other regional examples.

17a. Course Prerequisite(s) (list prefix and number)
ENGL A111 and MATH A105

17b. Test Score(s)
N/A

17c. Co-requisite(s) (concurrent enrollment required)
N/A

17d. Other Restriction(s)
☐ College  ☐ Major  ☐ Class  ☐ Level

17e. Registration Restriction(s) (non-codable)
N/A

18. ☐ Mark if course has fees

19. Justification for Action
This course is being updated as a part of the review of GER courses. It will now be cross-listed with ENVI A211 (old 202), a course with which it was already closely aligned. This will allow GES to focus on our teaching and research strengths and reduce duplicative curriculum in CAS. This course will now be a foundation course in the ENVI minor.

Initiator (faculty only)  Date  Dean/Director of School/College  Date

Department Chairperson  Date  Undergraduate or Graduate Academic Board Chairperson  Date

Curriculum Committee Chairperson  Date  Provost or Designee  Date

Approved
Disapproved:
GEOG A211
Course Content Guide

Date: 24 March, 2008

I. Course Information

a. College: Arts and Sciences  
b. Course Subject: GEOG  
c. Course number: A211  
d. Credits/Contact: 3 credits, 45 contact hours  
e. Title: Earth Systems: The Science and Geography of the Natural Environment  
f. Grading Basis: A-F  
g. Prerequisites: ENGL A111 and MATH A105  
h. Course Fees: No  
i. Cross listing: ENVI A211  
j. Description: The earth and its geography are discussed as a system of systems with feedbacks and interrelationships. Study of natural systems, cycles, and flows and natural and human induced changes in these systems. Topics include basic ecology, weather and climate, resources and resource stress (air, water, oceans, soils), natural hazards. Uses Alaskan, Arctic and other regional examples.

II. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructors will:
   1. Introduce students to the disciplines of environmental science and geography and give them an appreciation for their depth and utility.
   2. Increase students’ environmental literacy: the ability to use science to think critically about these issues.
   3. Teach students about some of the key techniques and methods used in scientific inquiry in the biophysical sciences (scientific method, laboratory experiments, field interpretation, etc.).
   4. Convey the importance of scientific inquiry and method in understanding the natural world while also developing critical skills in questioning scientific findings and history. Introduce students to the importance and limitations of science in addressing environmental issues.
   5. Provide students with a broad and thorough introduction to the environmental sciences, key natural processes and global, physical patterns. Teach how key elements of the earth’s physical systems are interrelated with its biological systems.
   6. Describe the impacts that human systems have on natural systems and how humans cope with natural systems.
B. Student Outcomes. Students will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the nature of scientific inquiry and be able to point to its</td>
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<td>scale-dependent biological and physical patterns</td>
<td></td>
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<td>Explain the important feedbacks and drivers between the natural world</td>
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</tr>
<tr>
<td>and human systems from both an historical and contemporary perspective</td>
<td>Article reviews</td>
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</tbody>
</table>

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing.

IV. Course Level Justification

This is a course intended to introduce students to the basics of environmental sciences and physical geography but suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

VII. Course Outline

1. Science and scientific method
2. Earth as a system of systems
3. Basic ecology, cycles and flows of chemicals and energy
4. Atmospheric science, weather and climate
5. Natural resources and threats to resources: air, water, ocean and soils
6. Hazardous wastes
7. Earth as a life-support system
8. Natural hazards and human response to the natural world
9. Alaska and arctic connections
VIII. Texts, Resources, and Bibliography

There are several excellent Environmental Science textbooks available. The following text appears to be the best based on experience at this institution, consultation with other institutions and faculty/instructors offering this course and summaries of student and faculty evaluations online and recommendations of the Environmental Literacy Council (http://www.enviroliteracy.org/). The final selection will be at the discretion of the faculty member teaching the course.


Other candidate texts include:


- Supplementary readings from accessible primary literature, such as *Science, Nature*, and *Scientific American*, showing how knowledge is produced and synthesized.

- Supplementary readings from the governmental and consulting “Grey Literature,” such as Environmental Impact Statements and permit applications, showing how knowledge is used.

- Web sites. Thousands of sites provide excellent additional coverage of many topics.


**Curriculum Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC</td>
<td>Geography &amp; Environmental Studies</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>ENVI</td>
<td>A211</td>
<td>ENVI A202</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
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<tr>
<th>6. Complete Course/Program Title</th>
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<tr>
<td>Earth Systems: The Science and Geography of the Natural Environment</td>
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<td>Abbreviated Title for Transcript (30 character)</td>
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<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
<td>☑ Course</td>
</tr>
<tr>
<td>☐ Non-credit</td>
<td>☐ Program</td>
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<tr>
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<tr>
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<td>From: Fall/2009 To: /9999</td>
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<td>☐ P/NP</td>
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Initiator (faculty only) Date

Approved Disapproved: Dean/Director of School/College Date

Approved Disapproved: Department Chairperson Date

Approved Disapproved: Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved: Provost or Designee Date
ENVI A211
Course Content Guide

Date: 24 March, 2008

I. Course Information

a. College: Arts and Sciences
b. Course Subject: ENVI
c. Course number: A211
d. Credits/Contact: 3 credits, 45 contact hours
e. Title: Earth Systems: The Science and Geography of the Natural Environment
f. Grading Basis: A-F
g. Prerequisites: ENGL A111 and MATH A105
h. Course Fees: No
i. Cross listing: GEOG A211
j. Description: The earth and its geography are discussed as a system of systems with feedbacks and interrelationships. Study of natural systems, cycles, and flows and natural and human induced changes in these systems. Topics include basic ecology, weather and climate, resources and resource stress (air, water, oceans, soils), natural hazards. Uses Alaskan, Arctic and other regional examples.

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VII. Course Outline

1. Science and scientific method
2. Earth as a system of systems
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Other candidate texts include:


- Supplementary readings from accessible primary literature, such as Science, Nature, and Scientific American, showing how knowledge is produced and synthesized.

- Supplementary readings from the governmental and consulting “Grey Literature,” such as Environmental Impact Statements and permit applications, showing how knowledge is used.

- Web sites. Thousands of sites provide excellent additional coverage of many topics.


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

1a. School or College  
AS CAS  
1b. Division  
ASSC  
1c. Department  
Geography & Environmental Studies

2. Course Prefix  
GEOG  
3. Course Number  
A211L  
4. Previous Course Prefix & Number  
GEOG A205L  
5a. Credits/CEU  
1  
5b. Contact Hours  
(Lecture + Lab)  
(0+3)

6. Complete Course/Program Title  
Earth Systems: The Science and Geography of the Natural Environment Laboratory  
Earth Systems Lab  
Abbreviated Title for Transcript (30 character)

7. Type of Course  
[ ] Academic  [ ] Non-credit  [ ] CEU  [ ] Professional Development

8. Type of Action  
[ ] Add  [ ] Change  [ ] Delete  
(mark appropriate boxes)

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

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

11. Implementation Date  
From: Fall/2009  
To: /9999

12. Cross Listed with  
ENVI A211L  
[ ] Stacked  
[ ] with  
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:  
UAA Faculty Listserv, Deans and Directors  
Department, School, or College  
Initiator Signature  
Date

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

16. Course Description  
Laboratory introducing students to the systematic acquisition of data and its analysis and interpretation in a manner consistent with the disciplines of environmental studies and geography. Includes field and classroom experiences and the use of remotely sensed data and geographic information systems in interpretation, analysis, and presentation. Themes include: scientific method, map use, environmental problems at multiple scales, weather and climate, resources and resource stress (air, water, oceans, soils), and natural hazards.

17a. Course Prerequisite(s)  
MATH A105 and ENGL A111; ENVI/GEOG A211 or concurrent enrollment

17b. Test Score(s)  
N/A

17c. Co-requisite(s)  
N/A

17d. Other Restriction(s)  
[ ] College  [ ] Major  [ ] Class  [ ] Level

17e. Registration Restriction(s)  
N/A

18. Mark if course has fees

19. Justification for Action  
This course is being updated as part of the review of GER courses. It will now be cross-listed with ENVI A211L.

---

Initiator (faculty only)  
Date  
Approved  
Disapproved:  
Dean/Director of School/College  
Date  
Approved  
Disapproved:  
Department Chairperson  
Date  
Approved  
Disapproved:  
Provost or Designee  
Date  
Approved  
Disapproved:  
Curriculum Committee Chairperson  
Date
I. Course Information

a. College: Arts and Sciences
b. Course Subject: GEOG
c. Course Number: A211L
d. Credits/Contact: 1 credit, 45 contact hours
e. Title: Earth and Environment: The Science and Geography of the Natural Environment Lab
f. Grading Basis: A-F
g. Prerequisites: ENGL A111 and MATH A105; ENVI/GEOG A211 or concurrent enrollment
h. Course Fees: Yes
i. Cross listing: ENVI A211L
j. Description: Laboratory introducing students to the systematic acquisition of data and its analysis and interpretation in a manner consistent with the disciplines of environmental studies and geography. Includes field and classroom experiences and the use of remotely sensed data and geographic information systems in interpretation, analysis, and presentation. Themes include: scientific method, map use, environmental problems at multiple scales, weather and climate, resources and resource stress (air, water, oceans, soils), and natural hazards.

II. Instructional Goals and Student Outcomes. Instructors will:

1. Give students hands on experience in some of the key techniques and methods of environmental science and geographic inquiry (map use, GIS, spatial analysis, field studies, etc.)
2. Provide students with an opportunity to collect and interpret data on common earth science topics both in field and non-field settings.
3. Convey the importance of scientific inquiry and method in understanding the natural world while also developing critical skills in questioning scientific findings and their popular portrayal. Introduce students to the importance and limitations of science in addressing environmental issues.
4. Enable students to experience the thrill of discovery through an inquiry-based setting.
B. Student Outcomes. Students will be able to:

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<th>Outcomes</th>
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<tbody>
<tr>
<td>Apply scientific principles and key environmental methods to physical geographic and environmental concerns, and will discuss strengths and critiques of this approach</td>
<td>Lab Reports, Group Presentations</td>
</tr>
<tr>
<td>Use field observation, basic data sets, remotely sensed images, and geographic information systems to reach conclusions and generalizations about the physical world.</td>
<td>Lab Reports</td>
</tr>
<tr>
<td>Summarize and articulate an understanding of the relationship between physical and human systems.</td>
<td>Lab Reports, Group Presentations</td>
</tr>
</tbody>
</table>

III. Guidelines for Evaluation

Instructors will facilitate a series of labs from which students will work in small groups and individually to write lab reports. Instructors will augment evaluation as appropriate with presentations, debates, exit interviews, etc.

IV. Course Level Justification

This is a course intended to introduce students to some of the basic methods and techniques of geographic and environmental inquiry, but suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

VII. Course Outline

1. Science and scientific method
2. Earth’s systems
3. Basic Field and Map Studies
5. Introduction to GIS and Remote Sensing
6. Atmospheric Science, Weather and Climate
7. Weathering, Mass Wasting, Avalanches
8. Risk, Uncertainty, and Hazards; societal responses
9. Natural resources and threats to resources: air, water, ocean and soils
10. Global Warming, Ozone Depletion, and Acid Rain

VII. Suggested Texts

Instructors will generally create their own lab manuals and assignments focusing on local and global examples and content but may elect to draw some subject matter from published lab manuals.
VIII. Texts, Resources, and Bibliography

There are several excellent Environmental Science textbooks available. The following text appears to be the best based on experience at this institution, consultation with other institutions and faculty/instructors offering this course and summaries of student and faculty evaluations on-line and recommendations of the Environmental Literacy Council (http://www.enviroliteracy.org/). The final selection will be at the discretion of the faculty member teaching the course.


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1a. School or College  
AS CAS  
1b. Division  
ASSC  
1c. Department  
Geography & Environmental Studies

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6. Complete Course/Program Title  
Earth Systems: The Science and Geography of the Natural Environment Laboratory  
Earth Systems Lab  
Abbreviated Title for Transcript (30 character)

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

8. Type of Action  
☐ Add  ☐ Change  ☐ Delete

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
From: Fall/2009  To: /9999

12. ☐ Cross Listed with GEOGA211L  
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17a. Course Prerequisite(s) (list prefix and number)  
MATH A105 and ENGL A111; ENVI/GEOG A211 or concurrent enrollment

17b. Test Score(s)  
N/A

17c. Co-requisite(s) (concurrent enrollment required)  
N/A

17d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

17e. Registration Restriction(s) (non-codable)  
N/A

18. ☐ Mark if course has fees

19. Justification for Action  
This course is being created because ENVI A211 and GEOG A211 are now cross-listed.
ENVI A211L
Course Content Guide

Date: 24 March, 2008

I. Course Information

a. College: Arts and Sciences
b. Course Subject: ENVI
c. Course Number: A211L
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<td>Apply scientific principles and key environmental methods to physical geographic and environmental concerns, and will discuss strengths and critiques of this approach</td>
<td>Lab Reports, Group Presentations</td>
</tr>
<tr>
<td>Use field observation, basic data sets, remotely sensed images, and geographic information systems to reach conclusions and generalizations about the physical world.</td>
<td>Lab Reports</td>
</tr>
<tr>
<td>Summarize and articulate an understanding of the relationship between physical and human systems.</td>
<td>Lab Reports, Group Presentations</td>
</tr>
</tbody>
</table>

III. Guidelines for Evaluation

Instructors will facilitate a series of labs from which students will work in small groups and individually to write lab reports. Instructors will augment evaluation as appropriate with presentations, debates, exit interviews, etc.

IV. Course Level Justification

This is an introductory course intended to introduce students to some of the basic methods and techniques of geographic and environmental inquiry, but suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

VII. Course Outline

1. Science and scientific method  
2. Earth’s systems  
3. Basic Field and Map Studies  
5. Introduction to GIS and Remote Sensing  
6. Atmospheric Science, Weather and Climate  
7. Weathering, Mass Wasting, Avalanches  
8. Risk, Uncertainty, and Hazards; societal responses  
9. Natural resources and threats to resources: air, water, ocean and soils  
10. Global Warming, Ozone Depletion, and Acid Rain

VII. Suggested Texts

Instructors will generally create their own lab manuals and assignments focusing on local and global examples and content but may elect to draw some subject matter from published lab manuals.
VIII. Texts, Resources, and Bibliography

There are several excellent Environmental Science textbooks available. The following text appears to be the best based on experience at this institution, consultation with other institutions and faculty/instructors offering this course and summaries of student and faculty evaluations on-line and recommendations of the Environmental Literacy Council (http://www.enviroliteracy.org/). The final selection will be at the discretion of the faculty member teaching the course.


Other candidate texts include:


- Supplementary readings from accessible primary literature, such as Science, Nature, and Scientific American, showing how knowledge is produced and synthesized.

- Supplementary readings from the governmental and consulting “Grey Literature,” such as Environmental Impact Statements and permit applications, showing how knowledge is used.

- Web sites. Thousands of sites provide excellent additional coverage of many topics.


### Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College  
AS  CAS  

1b. Division  
ASSC  

1c. Department  
Geography & Environmental Studies

2. Course Prefix  
ENVI  

3. Course Number  
A212  

4. Previous Course Prefix & Number  
ENVI A201  

5a. Credits/CEU  
3  

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

**6. Complete Course/Program Title**

Living on Earth: People and the Environment  
(Living on Earth)  
Abbreviated Title for Transcript (30 character)

7. Type of Course  
[ ] Academic  [ ] Non-credit  [ ] CEU  [ ] Professional Development

8. Type of Action  
[ ] Add  [ ] Change  [ ] Delete

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

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

11. Implementation Date  
From:  Fall/2009  
To:  /9999

12. Cross Listed with  
[ ] Stacked  
[ ] with

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:  
UAA Faculty Listserve, Deans and Directors  
Department, School, or College

15. General Education Requirement  
[ ] Oral Communication  [ ] Written Communication  [ ] Quantitative Skills  [ ] Humanities

[ ] Fine Arts  [ ] Social Sciences  [ ] Natural Sciences  [ ] Integrative Capstone

16. Course Description  
Examines relationships between people and their environment. Considers environmental problems, potential solutions, and the social and ecological impacts of our daily choices as citizens and consumers.

17a. Course Prerequisite(s) (list prefix and number)  
ENVI A211 or GEOG A211

17b. Test Score(s)  
N/A

17c. Co-requisite(s) (concurrent enrollment required)  
N/A

17d. Other Restriction(s)  
[ ] College  [ ] Major  [ ] Class  [ ] Level

17e. Registration Restriction(s) (non-codable)  
N/A

18. Mark if course has fees

19. Justification for Action  
This course is being updated as part of the review of GER courses. It is being renumbered to reflect a new sequence of courses that is more pedagogically sound.

---

Initiator (faculty only)  
Date

Approved  
Disapproved:

Dean/Director of School/College  
Date

Approved  
Disapproved:

Department Chairperson  
Date

Approved  
Disapproved:

Undergraduate or Graduate  
Academic Board Chairperson  
Date

Approved  
Disapproved:

Curriculum Committee Chairperson  
Date

Approved  
Disapproved:

Provost or Designee  
Date
ENVI A212
Course Content Guide

Date: 25 January 2008

I. Course Information

   a. College:   College of Arts and Sciences
   b. Subject:   ENVI
   c. Number:   A212
   d. Credits:  3 credits, 3 + 0 contact
   e. Title:    Living on Earth: People and the Environment
   f. Grading basis:  A-F
   g. Prerequisites:  ENVI A211 or GEOG A211
   h. Course fee:   None
   i. Description:  Study of the relationship between people and their environment. Considers environmental problems and potential solutions. Examines the ecological impacts of social systems and policy as well as of our personal choices as citizens and consumers.

II. Instructional Goals and Student Outcomes

   A. Instructional Goals.  Instructors will:

      1. Present case studies and examples that demonstrate the complex interrelationships between human societies and surrounding environments, both natural and constructed.
      2. Introduce environmental studies as a structured but broad field of study and demonstrate how perspectives from multiple social science disciplines can be used to better understand the relationships among human systems and natural systems.
      3. Lead discussions showing how the limits of human objectivity are exemplified by competing truth claims about environmental quality.
      4. Demonstrate the use of quantitative reasoning and empirical data analysis to distinguish between empirical and non-empirical truth claims about human impacts on the environment.
      5. Provide students with opportunities to acquire, interpret, and analyze quantitative and qualitative social science data.
      6. Provide assignments and lead discussions through which students can discover and reflect on the interconnections between the social, ecological, economic, and cultural aspects of sustainability.
B. Student Outcomes. Students will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise and give examples of the diversity ofhuman institutions and behavior as they relate to surrounding environments, both natural and built.</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Projects</td>
</tr>
<tr>
<td>Describe the fundamental concepts of living systems theory and be able to explain positive and negative feedback loops operating on multiple scales.</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Homework assignments</td>
</tr>
<tr>
<td>Demonstrate the significance of natural laws (e.g. 1st &amp; 2nd of thermodynamics) and theoretical models (e.g. models of affluence and impact) for understanding resource use and environmental impacts.</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Homework assignments</td>
</tr>
<tr>
<td>Articulate and critically assess truth claims about environmental quality and the fundamental causes of environmental problems and the data and methods that are used to support these claims.</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Homework assignments</td>
</tr>
<tr>
<td>Assess and evaluate individual and societal pathways to sustainability and the limits of human understanding of the environment in formulating these pathways.</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Projects</td>
</tr>
</tbody>
</table>

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing, reflection, and simple practical quantitative exercises on homework assignments.

IV. Course Level Justification

This is the third course in a 3-course sequence. GEOG/ENVI A211 is a prerequisite. Suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

V. Course Outline

1. Introduction to the human-environment relationship (several case studies from different historical periods recommended)
   a. Environmental impacts on human society (e.g. disease, climate change)
   b. Human impacts on environment (e.g. resource stress, pollution)
2. Landscape and place
3. Key concepts in environmental systems thinking: Interdependence, limits, feedback, synergism, discontinuity, exponential growth
4. Impacts as the product of population, affluence, choice, and technology
5. Fundamental causes of environmental stress: tragedy of the commons, disconnection from the natural world, destructive technologies, and other explanations
6. Current environmental policies and laws
7. Approaches to sustainability: Regulatory, political, economic, legal, technological, cultural, and ethical

VI. Suggested Texts
- Atkins, Simmons, & Roberts. 1998. People, Land, and Time: An Historical Introduction to the Relations Between Landscape, Culture, and Environment. (Arnold)
- Botkin and Keller. 2007. Environmental Science: Earth as a Living Planet, 6e. (Wiley)
- Miller, G. Tyler. 2006. Living in the Environment, 15e (or subsequent editions). (Wadsworth)

Due to the highly interdisciplinary nature of this subject area, instructors may opt to assemble collections of readings from several sources, including globally-oriented print media such as the New York Times, The Economist, Scientific American, National Geographic, Science, and similar publications.

VIII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>HW CHSW</td>
<td>ADSN Division of Nursing</td>
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<th>2. Course Prefix</th>
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<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>NS</td>
<td>A427</td>
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<td>(3+0)</td>
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<table>
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<th>6. Complete Course/Program Title</th>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tbody>
<tr>
<td>Care of Victims of Family Violence</td>
<td>Academic</td>
<td>Add</td>
<td></td>
<td></td>
<td></td>
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<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>A-F</td>
<td>From: Fall /2008</td>
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<table>
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<th>12. Cross Listed with</th>
<th>Stacked with</th>
<th>13. List any programs or college requirements that require this course</th>
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<td>N/A</td>
<td>N/A</td>
<td>Bachelor of Science, Nursing Science elective</td>
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<table>
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<th>14. Coordinate with Affected Units</th>
<th>15. General Education Requirement</th>
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<td>UAA Faculty Listserv</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Department, School, or College</td>
<td>Written Communication</td>
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</tbody>
</table>

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<thead>
<tr>
<th>16. Course Description</th>
</tr>
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<tbody>
<tr>
<td>Overview of family violence and its impact on health. The etiology of family violence is explored from various theoretical perspectives with an emphasis on prevention and intervention with at-risk groups. Focuses on the collaborative role of the nurse and the knowledge and skills applicable to providing care for victims of family violence.</td>
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</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<td>NS A300 and NS A303 and NS A309</td>
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<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>If pre-requisites not met, RN licensure in state of Alaska</td>
</tr>
<tr>
<td>Major</td>
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<tr>
<td>Class</td>
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</tr>
<tr>
<td>Level</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Update course description, course pre-requisites and course content guide (CCG) to reflect curricular changes and current perspectives on family violence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Initator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
</table>

| Initiator (PRINT NAME) | Date |

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
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</table>

<table>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
</tr>
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<th>Disapproved</th>
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<tbody>
<tr>
<td>Academic Board Chairperson</td>
<td>Date</td>
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<th>Disapproved</th>
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<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
Course Content Guide
School of Nursing
Masters of Science Program

I. Date of Initiation February 14, 2008

II. Course Information
A. College: CHSW
B. Course Subject: NS
C. Course Number: A427
D. Number of Course Credits: 3
E. Contact Hours: (3 + 0)
F. Course Program: Bachelor of Science, Nursing Science
G. Course Title: Care of Victims of Family Violence
H. Grading Basis: A-F
I. Implementation Date: Fall 2008
J. Course Description: Overview of family violence and its impact on health. The etiology of family violence is explored from various theoretical perspectives with an emphasis on prevention and intervention with at-risk groups. Focuses on the collaborative role of the nurse and the knowledge and skills applicable to providing care for victims of family violence.
K. Course Prerequisites: Completion of NS A300 and NS A303 and NS A309
L. Course Co-requisites: N/A
M. Registration Restrictions: If pre-requisites not met, RN licensure in state of Alaska
N. Course Fee: Yes

III. Instructional Goals
The instructor will:
A. Introduce various theoretical perspectives on the etiology of family violence.
B. Heighten awareness of the scope and prevalence of family violence in society and its impact on the health of at-risk groups.
C. Guide students in developing the knowledge and skills to select appropriate prevention and intervention strategies.
D. Foster an environment that encourages self-reflection on issues of family violence and one's response to aggression in self and others.
E. Clarify the collaborative role of the nurse as it relates to legal and social services.
### IV. Student Outcomes
Students will:

<table>
<thead>
<tr>
<th><strong>IV. Student Outcomes</strong></th>
<th><strong>V. Assessment Methods</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the scope, prevalence, and incidence of family violence in society.</td>
<td>Class discussions Quiz</td>
</tr>
<tr>
<td>Identify dimensions of family violence and its impact on the health of at-risk groups.</td>
<td>Class discussions Oral presentations</td>
</tr>
<tr>
<td>Analyze the etiology of family violence from various theoretical perspectives.</td>
<td>Analysis of case studies Quiz Discussion</td>
</tr>
<tr>
<td>Describe the continuum of aggressive and abusive behaviors and the impact of violence on the response patterns of victims, offenders, and child witnesses of violence.</td>
<td>Class discussions Reflective analysis paper</td>
</tr>
<tr>
<td>Develop an awareness of their response to anger and aggression in self and others.</td>
<td>Reflective analysis paper</td>
</tr>
<tr>
<td>Discuss the influence of culture, gender, and power and control issues on family violence dynamics.</td>
<td>Class discussions</td>
</tr>
<tr>
<td>Use the levels of prevention framework to formulate appropriate interventions from each part of the system (medical, social services and legal).</td>
<td>Care plans Class discussions Quiz</td>
</tr>
<tr>
<td>Analyze the role of the nurse in screening, assessing, and planning for the care of victims of family violence.</td>
<td>Role play Analysis of case studies Quiz</td>
</tr>
<tr>
<td>Identify the philosophy, organization, referral process, level of services and networking provided by community agencies at the local, state and national levels that serve victims of family violence.</td>
<td>Community care maps Group project</td>
</tr>
</tbody>
</table>
VI. Course Level Justification

This is an elective course in the Bachelor of Science, Nursing Science program. As an elective course in an upper division program, it is designed to provide greater depth of content on a specific area by building on content that is introduced in a required nursing course.

VII. Topical Course Outline

A. Epidemiology of family violence
   1. Scope
   2. Incidence
   3. Prevalence

B. Etiology of family violence
   1. Theories of causation
   2. Integrated theoretical perspectives

C. Dynamics of family violence
   1. Gender
   2. Power and control
   3. Culture

D. Dimensions of family violence
   1. Sexual abuse in families
   2. Abuse during pregnancy
   3. Children as victims and witnesses
   4. Teen partner violence
   5. Abuse of persons with disabilities
   6. Abuse of older adults

E. Interventions in family violence
   1. Health care interventions
      a. Nursing and medical
      b. Screening and assessment
      c. Forensic and legal considerations
   2. Social services interventions
   3. Legal interventions

F. Prevention of family violence
   1. Individual/family-based interventions
   2. Community-based interventions
   3. Systems-based interventions

G. Family violence community resources
   1. Local
   2. State
   3. Federal
VIII. Suggested Textbooks


IX. Bibliography


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

1a. School or College  HW CHSW
1b. Division  ASWK Division of Social Work
1c. Department  BSWK

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

6. Complete Course/Program Title
   Bachelor of Social Work

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

8. Type of Action
   ☑ Add  ☐ Change  ☐ Delete
   (mark appropriate boxes)

9. Repeat Status  ☐ # of Repeats  ☐ Max Credits

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

11. Implementation Date
   From: Fall/2008  To: /9999

12. ☐ Cross Listed with  ☐ not applicable
    ☐ Stacked with  ☐ not applicable
    Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
    Bachelor of Social Work

14. Coordinate with Affected Units:
    Department, School, or College

15. ☐ General Education Requirement
    ☑ Oral Communication  ☑ Written Communication  ☑ Quantitative Skills
    ☑ Humanities  ☑ Fine Arts  ☑ Social Sciences  ☑ Natural Sciences
    ☑ Integrative Capstone

16. Course Description
    See attached Bachelor of Social Work degree program description

17a. Course Prerequisite(s) (list prefix and number)  N/A
17b. Test Score(s)  N/A
17c. Co-requisite(s) (concurrent enrollment required)  N/A
17d. Other Restriction(s)  ☐ College  ☐ Major  ☐ Class  ☐ Level
17e. Registration Restriction(s) (non-codable)  N/A

18. ☐ Mark if course has fees  None

19. Justification for Action
    Revision to BSW degree program

Initiator (faculty only)  Date
Initiator (PRINT NAME)
---
Approved  Disapproved:
---
Dean/Director of School/College  Date
---
Approved  Disapproved:
---
Department Chairperson  Date
---
Approved  Disapproved:
---
Academic Board Chairperson  Date
---
Approved  Disapproved:
---
Provost or Designee  Date
59
The educational purpose of the Bachelor of Social Work program at the University of Alaska Anchorage is to prepare graduates for beginning professional social work practice. Preparation for professional practice builds on a broad based liberal arts education accomplished through completion of General Education and major degree requirements.

Social work is a profession committed to assisting individuals, families, groups, organizations, communities and society as a whole in the improvement of the quality of life through the amelioration of social problems, equitable distribution of social resources, and client empowerment. Within an overall emphasis on consumer-centered planned change, the Bachelor of Social Work degree program at University of Alaska Anchorage is guided by the following principles:

- Social work practice is based on selective use of knowledge in planned efforts with human systems and social problems.
- Social work practice recognizes human diversity as a strength.
- Social work practice is based on professional values and ethics.
- Social work practice is based on professional relationships.
- Social work practice is based on reciprocal role performance.
- Social work practice is based on a strengths perspective.

Social work education engages the student in carefully planned experiences to achieve the knowledge, skills, and values necessary for beginning professional practice. These experiences take place in the classroom, laboratory, volunteer experience, small seminars, and selected field work practicum placements. The practicum placement is an essential component for completion of the professional degree for the BSW.

The Bachelor of Social Work degree program is accredited by the Council on Social Work Education (CSWE). BSW program admission and curriculum requirements are consistent with BSW licensing requirements for the State of Alaska.

MISSION AND GOALS OF THE BSW PROGRAM

The mission of the UAA BSW Program is to prepare generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska.

Goal 1. To prepare generalist social work practitioners committed to the enhancement of human well-being.

Goal 2. To prepare generalist social work practitioners who promote social and economic justice for people of all backgrounds, particularly those in Alaska.

Goal 3. To prepare generalist social work practitioners who are guided by the values and ethical standards of the social work profession.

Goal 4. To prepare generalist social work practitioners who will enhance the quality of service delivery systems.

Goal 5. To prepare generalist social work practitioners competent in multiple entry-level practice roles across client systems.

ADMISSION REQUIREMENTS

When students declare social work as their major they are assigned to the current catalog year. Declaration of social work as a major does not guarantee admission to the Social Work program. Students must apply for admission to the Social Work program during the fall semester of their junior year. Full admission to the Social Work Program is based upon the requirements listed below.

Social Work credits earned through other CSWE accredited social work programs may be transferred to UAA and applied toward the Bachelor of Social Work degree. Approval from the UAA School of Social Work is required for acceptance of social work transfer credits.

REQUIREMENTS FOR FULL ADMISSION TO THE SOCIAL WORK PROGRAM

To apply for full admission to the Social Work Program, students must have completed prior to entering practicum the following:

1. General Education Requirements for Baccalaureate Degrees.
2. Specified Liberal Arts Foundation courses (see Major Requirements) with a grade of “C” or better.
3. The following Social Work courses with a grade of “C” or better (25 credits):

Students must submit the following to the School of Social Work by the last Friday in October prior to intended entry into field work:

1. The School of Social Work Application for Admission to the BSW degree and Practicum for fall enrollment.
2. Admissions statement.
3. Social Work faculty advisor’s approval to apply.
4. A Student Practicum Interest sheet.
5. A Change of Major form indicating change of status from Pre-Major to Full-Major.

The Admission Committee reserves the right to request additional information if necessary.

Admission to the Social Work program is based on 1) successful completion of the requirements listed above; 2) beginning competence in client-centered communication skills as demonstrated in SWK A330; and 3) professional judgment of social work faculty.
Many students do not have all required courses completed at the time of application. In this event, the student may be admitted to the BSW Program conditionally, and will be required to complete the courses with a grade of “C” or better prior to the Fall semester in which they plan to enter practicum.

FIELD PRACTICUM

Placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the BSW program does not guarantee acceptance by cooperating social services agencies.

Only students eligible to receive state licensure will be admitted to the BSW degree program. Please contact the School of Social Work for further information.

The BSW program does not grant social work course credit for life experience or previous work experience.

DEPARTMENTAL HONORS

The Bachelor of Social Work Program recognizes exceptional performance by conferring Departmental Honors in Social Work. The award is noted on the student’s permanent transcript. In order to receive Honors in Social Work, a student must meet each of the following requirements:

1. Complete all requirements for the BSW degree. A minimum of 30 credits applicable to the BSW degree must be completed at UAA.
2. Have a GPA of 3.75 or higher in upper division (300 and 400 level) social work courses.
3. Completion of:
   - SWK A363 (Great Books in Social Work)
   - SWK A463 (Social Work Honors Research)
4. One course in applied statistics, with a grade of "C" or better.
5. Notify the BSW Program Coordinator in writing, on or before the date of submitting the Application for Graduation with the Enrollment Services Office, of the intent to graduate with Departmental Honors.

Successful completion of Departmental Honors in the UAA BSW Program earns the right to waive a regular review of an admission packet to the foundation curriculum to the Master of Social Work Program. Students are responsible for completing a UAA Graduate Application for Admission and a program application for admission to the MSW Program. The application packet should be submitted to the MSW Admissions Committee by the application deadline, with request to waive the regular review process. Admission to the full program will be granted if the applicant meets all of the requirements for departmental honors. Students interested in waiving the foundation curriculum must apply for advanced standing with a full review.

ACADEMIC PROGRESS

Students in the Social Work program must earn a grade of “C” or better in the required liberal arts and the required social work courses. Adherence to the Code of Ethics established by the National Association of Social Workers is required.

COURSE CONTENT CURRENCY REQUIREMENT

All upper division courses with a Social Work subject code (SWK) must be completed within seven years prior to graduation.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

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

B. GENERAL EDUCATION REQUIREMENTS

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

C. MAJOR REQUIREMENTS

1. Complete the following liberal arts foundation courses, with a grade of C or better:
   - ANTH A200 or A202 3
   - BA A151 or ECON A201 or ECON A202 3
   - One of the following: BIOL A102 or A111 or A112, or A115, or A116 3-4
   - ENGL A311, or A313, or A414 3
   - ENGL A120 or PHIL A101 or A201 or A301 or A421 3
   - SOC A101 3
   - PSY A150 3

2. Complete the following required courses, with a grade of C or better:
   - SWK/HUMS A106 Introduction to Social Welfare 3
   - SWK A206 Introduction to Social Work 3
   - SWK A243 Cultural Diversity and Community Service Learning 3
   - SWK A330 Social Work Practice I 4
   - SWK A331 Social Work Practice II: Organizations and Communities 3
   - SWK A342 Human Behavior in the Social Environment 3
   - SWK A424 Social Work Research 3
   - SWK A430 Social Work Practice III: Groups and Families 3
   - SWK A431 Social Work Practice IV: Integrative Capstone 3
   - SWK A495A Social Work Practicum I 6
   - SWK A495B Social Work Practicum II 6
   - SWK A481 Case Management in Social Work Practice 3
   - Upper-division Social Work electives 6

3. Complete electives to total 120 credits.

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

Note: It is recommended that students take one or two 3-credit electives each semester to bring total credits to 120.
MINOR, SOCIAL WELFARE STUDIES

Students majoring in another subject who wish to minor in Social Welfare Studies must complete the following requirements. A total of 18 credits is required for the minor.

    SWK/HUMS A106  Introduction to Social Welfare ..........3
    SWK A206  Introduction to Social Work ...............3
    SWK A243  Cultural Diversity and
             Community Service Learning ........3
    SWK A342  Human Behavior in the
             Social Environment ......................3
    SWK A406  Social Welfare: Policies and Issues ....3
    Upper-division Social Work electives ......................3

FACULTY

Tracey Burke, Assistant Professor, tkburke@uaa.alaska.edu
Patrick Cunningham, Associate Professor, AFPMC@uaa.alaska.edu
Janet Emerman, Clinical Associate Professor, janet@uaa.alaska.edu
Melbourne Henry, Clinical Assistant Professor, melhenry@uaa.alaska.edu
Eva Kopacz, Professor, AFEYK1@uaa.alaska.edu
Randy Magen, Professor, magen@uaa.alaska.edu
Eugene Mangiardi, Clinical Assistant Professor, ANGJM@uaa.alaska.edu
Chad Morse, Clinical Associate Professor, AFCEM@uaa.alaska.edu
Elizabeth A. Sirles, Professor, sirles@uaa.alaska.edu
Kathi Trawver, Assistant Professor, AFKRT@uaa.alaska.edu
## Curriculum Action Request

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

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<td>Participatory Action Research</td>
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Abbreviated Title for Transcript (30 character)

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General Education Requirement

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<th>Quantitative Skills</th>
<th>Humanities</th>
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<td>Oral Communication</td>
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<th>15. Course Description</th>
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<tr>
<td>Participatory action research (PAR) is a faculty-student collaborative process of inquiry and action for change in response to organizational or community problems. Overview of the PAR process, plus examination of the democratizing and emancipatory power of PAR.</td>
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Mark if course has fees

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<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>To create a course to teach students about participatory action research and guide them through developing a PAR project.</td>
</tr>
</tbody>
</table>

Initiator (faculty only) Date

Initiator (PRINT NAME)

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Department Chairperson Date

Approved

Disapproved

Undergraduate or Graduate Date

Approved

Disapproved

Academic Board Chairperson

Approved

Disapproved

Provost or Designee Date
I. Date of Initiation: March 21, 2008

II. Course Action Request Information
Course Subject/ Number: HNRS A209
Credits and Contact Hours: 3.0 Credits, 3+0 Contact Hours
Course Title: Participatory Action Research
Grading Basis: A – F
Implementation Date: Fall 2008
Course Description: Participatory action research (PAR) is a faculty-student collaborative process of inquiry and action for change in response to organizational or community problems. Overview of the PAR process, plus examination of the democratizing and emancipatory power of PAR.
Prerequisites: 3 credits of Written Communication GER with a minimum grade of C and Oral Communication GER with a minimum grade of C. Quantitative Skills GER is recommended.
Test Scores: NA
Co-requisites: NA
Repeat status: May not be repeated.
Registration Restrictions: Requires instructor permission
Course Fee: NA

III. Instructional Goals, Student Outcomes, and Assessment of Learning
A. Instructional Goals:
The instructor will:
1. Provide an overview of participatory action research and compare it to other research traditions.
2. Review the key components of the PAR process.
3. Guide students in an examination of critical aspects of the research context, including issues of race, gender, class, organizational position, and power.
4. Present case studies for analysis of the PAR process.
5. Describe the PAR research process.
8. Guide students through the process of data analysis and interpretation.
9. Describe options for presenting research results.
10. Introduce students to the Institutional Review Board (IRB) process, requirements, and rationale.

B. Student Outcomes/Assessment of Learning

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment of Learning</th>
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<tbody>
<tr>
<td>Upon completion of this course students will be able to:</td>
<td>Learning will be assessed by one or more of the following:</td>
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1
Discuss the history and evolution of PAR in relation to other research traditions. -PAR learning journal/portfolio

Describe the key components, principles and roles in the PAR process -PAR learning journal/portfolio; case study analysis.

Analyze the influence of race, gender, class, organizational position, and power in the PAR process. Case study analysis; collaborative group project; PAR learning journal/portfolio.

Develop teamwork skills of collaboration, empathy, shared leadership, etc. Collaborative group project; PAR learning journal/portfolio.

Analyze issues of race, gender, class, organizational position and power in PAR. Case study analysis facilitation of class discussion; PAR learning journal/portfolio.

Construct a PAR proposal. Collaborative group project; PAR learning journal/portfolio.

Select appropriate methods of data collection. Collaborative group project; PAR learning journal/portfolio.

Analyze and interpret data. Collaborative group project; PAR learning journal/portfolio.

Compare and contrast methods for presenting findings. Collaborative group project; PAR learning journal/portfolio.

Describe the ethical issues of PAR. Facilitation of class discussion; PAR learning journal/portfolio.

Describe the rationale and requirements of the IRB process. Complete the IRB online training.

### IV. Course Level Justification

This class provides students conceptual and methodological foundations for preliminary exploration of participatory action research. Numbering it as a 200-level course signals that academic expectations are higher than for a 100-level; for example, readings will be selected from original sources, and active participation in class discussion is required for success.

### V. Course Outline

A. Situating Participatory Action Research (PAR)
   1. Origin and evolutions of PAR
   2. Epistemological perspectives
   3. Research for change

B. What is Participatory Action Research?
   1. Goals of PAR
   2. Key principles of PAR
   3. Skills and roles in PAR

C. The Importance of Context
   1. The concept of community
   2. Gender, race, class, position, and power
   3. Participation and democracy

D. Case Studies and Examples
E. Designing Research as Participatory and Action Orientated
   1. Action for change
   2. The design process
   3. Methods
   4. Data collection
   5. Institutional Review Board approval

F. Analyzing and Interpreting Data
   1. Quality and rigor

G. Presenting Research Results to Effect Change

VI. Suggested Texts

VII. Bibliography
   Lewis, H. M. (2001). Participatory research and education for social change: Highlander research and education center. In P. Reason & H. Bradbury (Eds.), *Handbook of*


## Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

### 1a. School or College

AS CAS

### 1b. Division

AHUM

### 1c. Department

Philosophy

### 2. Course Prefix

PHIL

### 3. Course Number

A311

### 4. Previous Course Prefix & Number

- **5a. Credits/CEU**
  - 3
- **5b. Contact Hours**
  - (Lecture + Lab) (3+0)

### 6. Complete Course/Program Title

**Metaphysics and Epistemology**

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

### 7. Type of Course

- Academic
- Non-credit
- CEU
- Professional Development

### 8. Type of Action

- Add
- Change
- **Delete**

### 9. Repeat Status No

- # of Repeats
- Max Credits

### 10. Grading Basis

- A-F
- P/NP
- NG

### 11. Implementation Date

- semester/year
  - From: Fall/2008
  - To: 9999

### 12. Cross Listed with

- Stacked with

### 13. General Education Requirement

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

### 14. Coordinate with Affected Units

- CAS, UAA Faculty Listserve
- Department, School, or College

### 15..Type of Action

- Course
- Program

### 16. Course Description

Focus on the topics of existence, universals and particulars, individuals and classes, change and the persistence of objects and persons, knowledge and belief, internalism and externalism, perception, materialism, truth, and reality.

### 17a. Course Prerequisite(s) (list prefix and number)

- 6 credits from PHIL A101, A201, A211, A212, or A301 with minimum grade of C.

### 17b. Test Score(s)

### 17c. Co-requisite(s) (concurrent enrollment required)

### 17d. Other Restriction(s)

- College
- Major
- Class
- Level

### 17e. Registration Restriction(s) (non-codable)

### 18. Mark if course has fees

### 19. Justification for Action

Deletion of PHIL A311 Metaphysics and Epistemology and creation of separate courses brings philosophy curriculum in line with standard curricula around the country.

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Approved  
Disapproved:

Initiator (faculty only)  Date

Approved  
Disapproved:

Dean/Director of School/College  Date

Approved  
Disapproved:

Department Chairperson  Date

Approved  
Disapproved:

Academic Board Chairperson  Date

Approved  
Disapproved:

Curriculum Committee Chairperson  Date

Approved  
Disapproved:

Provost or Designee  Date
Curriculum Action Request  
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<td>Current issues in metaphysics including topics such as free will, universals, space and time, modality and essentialism with an emphasis on critical reasoning, argument evaluation and analysis.</td>
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<td>Date</td>
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COURSE CONTENT GUIDE

I. Date of course initiation August 27, 2008

II.  
A. College: College of Arts and Sciences
B. Course Subject: Philosophy
C. Course Number: PHIL A317
D. 3 credits/3 lecture hours per week
E. Course Program: CAS Bachelor of Arts in Philosophy
F. Course Title: Metaphysics
G. Grading Basis: A-F
H. Course Description: Current issues in metaphysics including topics such as free will, universals, space and time, modality and essentialism with an emphasis on critical reasoning, argument evaluation and analysis.
I. Prerequisites: 6 credits with a minimum grade of C from PHIL A101, PHIL A201, PHIL A211, PHIL A212, or PHIL A301.
   Registration Restriction: none
J. Course Fee: No.

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:
- Provide instruction in and background to central problems in metaphysics.
- Provide meaningful connections between metaphysics and other fields of inquiry.
- Provide techniques and methodologies for critical thinking in metaphysics including some informal instruction in modal logic.

Student Outcomes. Students will be able:
- To engage with the scholarly debate on metaphysical issues.
- To draw connections between highly theoretical metaphysical topics and fields of study in philosophy and elsewhere.
- To critically evaluate positions and arguments on metaphysical topics.
IV. Guidelines for Evaluation:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification:

The course focuses on study and critical evaluation of leading philosophical concepts and theories in metaphysics, which requires previous philosophical study (as required in the prerequisites).

VI. Course Outline

I. Ontology
   a. Properties
      i. Universals
      ii. Tropes
   b. Individuals
      i. Souls/minds
      ii. Mereology
      iii. Four dimensionalism

II. Identity
   a. Personal identity
   b. Artifact identity
   c. Persistence and perdurance

III. Modality
   a. Essentialism
   b. Natural Kinds
   c. Possible worlds

IV. Free Will
   a. Determinism
   b. Indeterminism
   c. Compatibilism
   d. Libertarianism

V. Space and Time
   a. Presentism
   b. Four dimensionalism

VII. Selected Textbooks


VIII. Bibliography


# Curriculum Action Request

## University of Alaska Anchorage

### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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### 6. Complete Course/Program Title

**Epistemology**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

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

### 8. Type of Action

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

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

### 10. Grading Basis

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

### 11. Implementation Date

- From: Fall/2008
- To: /9999

### 12. Cross Listed with

- [ ] Stacked

### 13. List any programs or college requirements that require this course

- Philosophy BA

### 14. Coordinate with Affected Units:

- CAS, UAA Faculty Listserve
- Department, School, or College

### 15. General Education Requirement

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

### 16. Course Description

Traditional and contemporary issues in epistemology including, but not limited to, skepticism, the structure of knowledge and justification, epistemic closure principles, the sources of justification (memory, testimony, and perception), internalist and externalist theories of justification, virtue epistemology, naturalized epistemology and the a priori, the social and political dimensions of knowledge, and epistemic contextualism and invariantism.

### 17a. Course Prerequisite(s) (list prefix and number)

- 6 credits with minimum grade of C from

  PHIL A101, A201, A211, A212, or A301

### 17b. Test Score(s)

### 17c. Co-requisite(s) (concurrent enrollment required)

### 17d. Other Restriction(s)

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

### 17e. Registration Restriction(s) (non-codable)

### 18. Mark if course has fees

### 19. Justification for Action

Initiator (faculty only)  Date  Approved  Disapproved: Dean/Director of School/College  Date

Approved  Disapproved: Department Chairperson  Date

Approved  Disapproved: Undergraduate or Graduate Academic Board Chairperson  Date

Approved  Disapproved: Curriculum Committee Chairperson  Date

Approved  Disapproved: Provost or Designee  Date
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<td>____ Disapproved:</td>
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<tr>
<td>Curriculum Committee Chairperson Date</td>
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Deletion of PHIL A311 Metaphysics and Epistemology and creation of separate courses brings philosophy curriculum in line with standard curricula around the country.
COURSE CONTENT GUIDE

I. Date of course initiation August 27, 2008

II.
   A. College: College of Arts and Sciences
   B. Course Subject: Philosophy
   C. Course Number: PHIL A318
   D. 3 credits/3 lecture hours per week
   E. Course Program: CAS Bachelor of Arts in Philosophy
   F. Course Title: Epistemology
   G. Grading Basis: A-F

   H. Course Description: Traditional and contemporary issues in epistemology including, but not limited to, skepticism, the structure of knowledge and justification, epistemic closure principles, the sources of justification (memory, testimony, and perception), internalist and externalist theories of justification, virtue epistemology, naturalized epistemology and the a priori, the social and political dimensions of knowledge, and epistemic contextualism and invariantism.

   I. Prerequisites: 6 credits with a minimum grade of C from PHIL A101, PHIL A201, PHIL A211, PHIL A212, or PHIL A301.

      Registration Restriction: none

   J. Course Fee: No.

III. Instructional Goals and Student Outcomes

   Instructional Goals. The instructor will:
   • Provide instruction in and background to central problems in epistemology.
   • Provide meaningful connections between epistemology and other fields of inquiry.
   • Provide techniques and methodologies for critical thinking in epistemology including some informal instruction in inductive logic.

   Student Outcomes. Students will be able:
   • To engage with the scholarly debate on epistemological issues.
• To draw connections between highly theoretical epistemological topics and fields of study in philosophy and elsewhere.
• To critically evaluate positions and arguments on epistemological topics.

IV. Guidelines for Evaluation

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification

The course focuses on study and critical evaluation of leading philosophical concepts and theories in epistemology, which requires previous philosophical study (as required in the prerequisites).

VI. Course Outline

I. Justified True Belief
   A. The Gettier Problem
   B. Responses to Gettier

II. Externalism and Internalism
   A. Perceptual Knowledge
   B. Reliabilism
   C. Coherentism
   D. Fallibilism

III. Foundations and Norms
   A. Self-evidence
   B. Empirical Knowledge
   C. Naturalized Epistemology

IV. Skepticism
   A. Other minds
   B. The external world
   C. Semantic Approaches

V. Sources of Knowledge
   A. Perception
   B. Introspection
   C. Memory and Testimony
   D. Induction
   E. A priori knowledge

VII. Suggested Texts


VIII. Bibliography


1a. School or College  
AS CAS  
1b. Division  
AHUM Division of Humanities  
1c. Department  
Philosophy  

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6. Complete Course/Program Title  
Advanced Ethical Theory  

7. Type of Course  
[ ] Academic  [ ] Non-credit  [ ] CEU  [ ] Professional Development  

8. Type of Action  
[ ] Add  [ ] Change  [ ] Delete  
(mark appropriate boxes)  
Prefix  Credits  Title  Grading Basis  Course Description  Test Score Prerequisites  Other Restrictions  Class  Level  College  Major  Other  Course Number  Contact Hours  Repeat Status  Cross-Listed/Stacked  Course Prerequisites  Co-requisites  Registration Restrictions

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

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

11. Implementation Date  
From: Fall /2008  To: /9999  

12. [ ] Cross Listed with  
[ ] Stacked with  
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course  
Philosophy BA

14. Coordinate with Affected Units:  
CAS Faculty Listserv  
Department, School, or College

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

16. Course Description  
Critical issues in metaethics and normative ethics. Examines the nature of ethical claims, the basis for their authority, and the implications of such debates for normative theories.

17a. Course Prerequisite(s) (list prefix and number)  
Phil A101, Phil A201, Phil A211, Phil A212, and Phil A301, all with a minimum grade of C.

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)  
[ ] College  [ ] Major  [ ] Class  [ ] Level  
17e. Registration Restriction(s) (non-codable)

18. [ ] Mark if course has fees

19. Justification for Action  
Revision to philosophy major requirements.

- Approved
- Disapproved

Initiator (faculty only)  
Date  
Dean/Director of School/College  
Date

Approved
Disapproved

Department Chairperson  
Date

Approved
Disapproved

Academic Board Chairperson  
Date

Approved
Disapproved

Provost or Designee  
Date
COURSE CONTENT GUIDE

I. Date of course initiation August 15, 2008

II.
   A. College: College of Arts and Sciences
   B. Course Subject: Philosophy
   C. Course Number: PHIL A423
   D. 3 credits/3 lecture hours per week
   E. Course Program: CAS Bachelor of Arts in Philosophy
   F. Course Title: Advanced Ethical Theory
   G. Grading Basis: A-F
   H. Course Description: Critical issues in metaethics and normative ethics. Examines the nature of ethical claims, the basis for their authority, and the implications of such debates for normative theories.
   I. Prerequisites: PHIL A101, PHIL A201, PHIL A211, PHIL A212 and PHIL A301, all with a minimum grade of C.
   J. Course Fee: No.

III. Instructional Goals and Student Outcomes

   Instructional Goals. The instructor will:
   • Provide a theoretical context for understanding the leading debates in metaethical and normative theory.
   • Promote the techniques and methodologies important for critical thinking and ethical reasoning.
   • Support effective communication and engaged learning in the classroom.

   Student Outcomes. Students will be able to:
   • Analyze the critical debates in metaethics and normative ethics through critical discussion and thesis-driven writing assignments.
   • Compare the merits of the various arguments for and against the leading theories of metaethics and normative ethics.
IV. Guidelines for Evaluation and Assessment

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification

This course focuses on study and critical evaluation of leading philosophical concepts and theories in ethics, which requires extensive previous philosophical study, as witnessed by the prerequisites for the course.
VI. Course Outline

ADVANCED ETHICAL THEORY

1. Introduction

2. Background to the current debates in metaethics
   2.2. Moore, selection from Principia Ethica
   2.3. Ayers, on Emotivism and Moral Language

3. Responses
   3.1. Harman, “Ethics and Observation”
   3.2. Mackie, selection from Ethics: Inventing Right and Wrong
   3.3. Sturgeon, “Moral Explanations”

4. Ethical naturalism
   4.1. Boyd, “How To Be a Moral Realist”
   4.2. Railton, “Moral Realism”
   4.3. Railton, “Naturalism and Prescriptivity”

5. Blackburn’s and Gibbard’s Noncognitivism
   5.1. Blackburn, Spreading the Word
   5.2. Blackburn, “How To Be an Ethical Antirealist”
   5.3. Gibbard, Wise Choices, Apt Feelings

6. Normativity
   6.1. Mill, Utilitarianism
   6.2. Hare, “Ethical Theory and Utilitarianism”
   6.3. Scanlon, selections from What We Owe to Each Other
   6.4. Kant, selection from The Groundwork
   6.5. Korsgaard, “The Authority of Reflection”

7. The Possibility of Moral Knowledge
   7.1. Hume on Moral Knowledge
   7.2. Baier, “Hume, The Reflective Woman’s Epistemologist?”
   7.3. Williams, Ethics and the Limits of Philosophy
   7.4. Aristotle, selections from Nicomachean Ethics
   7.5. Aristotle, selections from Eudaimon Ethics

VII. Suggested Texts
VIII. Bibliography
# Curriculum Action Request

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

<table>
<thead>
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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
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### 6. Complete Course/Program Title

**Philosophy BA, minor**

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

### 7. Type of Course

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### 8. Type of Course

- **Course**
- **Program**

### 8. Type of Action

- **Add**
- **Change**
- **Delete**

### 9. Repeat Status

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### 10. Grading Basis

- **A-F**
- **P/NP**
- **NG**

### 11. Implementation Date

- **semester/year**
  - **From:** Fall/2008
  - **To:** 9999

### 12. Cross Listed with

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### 13. List any programs or college requirements that require this course

### 14. Coordinate with Affected Units

- **CAS Departments, other Colleges**
  - **Department, School, or College**

### 15. General Education Requirement

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### 16. Course Description

Philosophy majors will no longer be required to complete PHIL A498, but will be required to take PHIL A423 instead. In the major requirement for courses listed as "Philosophical Problems," students will be required to take 2 courses (as before) but will have to choose at least one course from Philosophy of Mind (PHIL A309) or Metaphysics (PHIL A317) and one course from Epistemology (PHIL A318) or Philosophy of Science (PHIL A421).

### 17a. Course Prerequisite(s) (list prefix and number)

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<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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### 17d. Other Restriction(s)

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### 17e. Registration Restriction(s) (non-codable)

### 18. Mark if course has fees

### 19. Justification for Action

These changes strengthen the philosophy major by requiring students to work more broadly across the philosophical discipline. Also, these changes bring the philosophy major in line with typical requirements and offerings at peer institutions.

---

**Initiator (faculty only)**

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

**Date**

---

**Dean/Director of School/College**

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

**Date**

---

**Department Chairperson**

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

**Date**

---

**Undergraduate or Graduate Academic Board Chairperson**

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

**Date**

---

**Provost or Designee**

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

**Date**

---
Philosophy is the creative and critical reflection on enduring questions concerning the nature of the world and our place in it. For example, philosophy asks metaphysical questions about what exists, epistemic questions about what we can claim to know, and ethical questions about the nature of the good life and right action. In addition, philosophy involves the study and practice of good reasoning and clear thinking, skills that are essential to any discipline or profession. The Philosophy Department offers a variety of courses in the central areas of philosophy that acquaint students with the rich, living traditions of the world and explore historical and contemporary issues. Departmental faculty have a wide range of philosophical interests and expertise, with a particular strength in theoretical and applied ethics. The Philosophy Department offers several options for students interested in the study of philosophy: (1) a Bachelor of Arts in Philosophy, with a philosophy track, a law track, or an applied ethics track; (2) a Certificate of Applied Ethics; (3) a Minor in Philosophy, with a philosophy track or law track. Please read the introduction to each program below to determine which one of these options may be suitable for your particular needs.

The Philosophy Track is designed for students planning to go on to graduate school in Philosophy or other Humanities areas such as Religious Studies, Theology, or Classics. It would also be a suitable second major for those planning graduate studies in History, English, French or German literature. In general, it is ideal for students who are seeking jobs in fields where writing, critical thinking, and general liberal arts skills are in demand, or for life-long learners interested in philosophy. The Law Track is designed for students planning on attending law school or related professional schools.

The Applied Ethics Track is designed for four types of students: (1) those who intend to pursue a graduate degree in philosophy with programs that specialize in applied ethics; (2) those interested in a strong liberal arts degree (3) those who are seeking careers in the nonprofit sector, public administration, helping professions, or government service; and (4) those interested in the study of practical ethics. The Certificate in Applied Ethics is designed for students whose intended careers will be complemented by emphasis in ethics education: for example, business majors who may plan also to be ethics officers; those who intend to become professionals, such as lawyers, nurses, social workers, or engineers; or those in public administration, the helping professions, government service, and nonprofits. It will also be applicable to persons presently in the workforce such as corporate ethics officers, executives, and professionals who are seeking career advancement or simply want to acquire skills and knowledge in ethical decision-making. The Minor in Philosophy is designed for students who are interested in philosophy but pursuing another degree and for students majoring in a discipline that is complemented by the study of philosophy, such as History, Justice, English, Psychology, Anthropology, Sociology, Mathematics, or the natural sciences. The Law Track is intended for students who plan to attend law school but may be majoring in another degree. This an appropriate minor for Justice majors.

Philosophy Department Honors

The Department of Philosophy recognizes exceptional undergraduate students by awarding them Departmental Honors in Philosophy and noting the award on their permanent university transcript. Students majoring in any one of the Bachelor of Arts Tracks in Philosophy are eligible to graduate with Departmental Honors upon satisfaction of all of the following requirements:
1. Meet the requirements for a Bachelor of Arts degree in Philosophy.
2. Meet the requirements for Graduation with Honors as listed in
Chapter 7 of this UA catalog.

3. Maintain a grade point average of 3.75 or above in courses specific to the philosophy major.

4. Complete the Senior Research Project, PHILA 498, with an honor grade (A), and a recommendation for Departmental Honors from the student’s faculty committee for this course.

5. Notify the Chair in writing, on or before date on which the Application for Graduation with the Enrollment Services Office is filed, of the intention to graduate with Departmental Honors.

**BACHELOR OF ARTS, PHILOSOPHY**

**ADMISSION REQUIREMENTS**

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations.

**GRADUATION REQUIREMENTS**

Students must complete the following graduation requirements:

A. **GENERAL UNIVERSITY REQUIREMENTS**

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

B. **GENERAL EDUCATION REQUIREMENTS**

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

C. **COLLEGE OF ARTS AND SCIENCES REQUIREMENTS**

Complete the College of Arts and Sciences Requirements for the Bachelor of Arts listed at the beginning of the CAS section.

D. **MAJOR REQUIREMENTS**

1. Complete the following core courses:
   - Logical Reasoning and Argumentation:
     - PHILA 101 Introduction to Logic 3
   - Foundations of Philosophy:
     - PHILA 201 Introduction to Philosophy 3
     - PHILA 211 History of Philosophy I 3
     - PHILA 212 History of Philosophy II 3
   - Ethical Theory and Value studies:
     - PHILA 301 Ethics 3

2. Choose one of the following tracks:

   **Philosophy Track (21 credits)**
   - Note: Courses selected may not be used in more than one track.
   - Applied Ethics: Complete one course from the following: 3
     - PHILA 302 Biomedical Ethics (3)
   - PHI/
     - ENV 303 Environmental Ethics (3)
   - PHILA 304 Business Ethics (3)
   - PHILA 405 Professional Ethics (3)
   - Philosophical Problems: Complete one course from the following 2 groups: 6
     - PHILA 317 Metaphysics (3) or
     - PHILA 309 Philosophy of Mind (3) and
     - PHILA 318 Epistemology (3)
     - or
     - PHILA 421 Philosophy of the Sciences (3)
   - Topics in Philosophy: Complete one course from the following: 3
     - PHILA 313B Eastern Philosophy and Religion (3)
     - PHILA 314 Western Religion (3)
     - PHILA 415 Feminist Philosophy (3)
     - PHILA 401 Aesthetics (3)
     - PHILA 406 Philosophy of Law (3)
   - Complete the following three courses (9 credits):
     - PHILA 423 Advanced Ethical Theory (3)
     - PHILA 490 Topics in Contemporary Philosophy (3)
     - PHILA 492 Seminar on an Enduring Philosopher (3)
Law Track (21 credits)
Complete the following courses:
Professional Ethics:
PHILA405 Professional Ethics 3
Philosophical Foundations of the Law:
PHILA406 Philosophy of Law 3
PS A332 History of Political Philosophy I: Classical 3
PS A333 History of Political Philosophy II: Modern 3
JUST A250 Development of Law 3
PS/JUST A343 Constitutional Law 3
PHILA423 Advanced Ethical Theory 3
Applied Ethics Track (18 credits)
Complete the following courses:
Professional Ethics:
PHILA405 Professional Ethics 3
Applied Ethics Core: Complete two from the following: 6
PHILA302 Biomedical Ethics (3)
PHIL/ENVI A303 Environmental Ethics (3)
PHILA304 Business Ethics (3)
PHILA406 Philosophy of Law (3)
PHILA415 Feminist Philosophy (3)
Complete the following three courses (9 credits):
PHILA423 Advanced Ethical Theory (3)
PHILA490 Topics in Contemporary Philosophy (3)
PHILA495 Service Learning in Applied Ethics (3)

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

UNDERGRADUATE CERTIFICATE, APPLIED ETHICS

ADMISSION REQUIREMENTS
A student must satisfy the Admission to Certificate Requirements in Chapter 7, Academic Standards and Regulations.

GRADUATION REQUIREMENTS
1. Complete the following requirements:
Written Communication Skills
Complete two courses from the GER requirements for written communication skills (6 credits). 6
Oral Communication Skills
Complete one course from the GER requirements for oral communication skills (3 credits). 3
Quantitative Skills
Complete one course from the GER requirements for quantitative skills (3 credits). 3
Critical Reasoning Skills
Complete the following course:
PHILA101 Introduction to Logic 3
Ethical Theory
Complete the following course:
PHILA301 Ethics 3
Applied Ethics
Complete two courses from the following: 6
PHILA302 Biomedical Ethics (3) PHIL/ENVI A303 Environmental Ethics (3) PHILA304 Business Ethics (3) Professional Ethics
Complete one course from the following: 3
PHILA405 Professional Ethics (3) BAA488 The Environment of Business (3) HUMS A412 Ethical Issues in Human Services Practice (3) PADM A618 Public Accountability,
Ethics and Law (3)
PSYA611 Ethics and Professional Practice (3)

Note: Graduate courses taken to satisfy this requirement cannot
also be counted towards a graduate degree in that program.

Service Learning: Complete the following course:
PHILA495 Service Learning in Applied Ethics 3

2. A total of 30 credits is required for the certificate.

MINOR, PHILOSOPHY

Students majoring in another subject who wish to minor in Philosophy
must complete the following requirements. A total of 18 credits is
required for the minor, 6 of which must be upper division.

Choose one of the following tracks (18 credits):
(Courses selected may not be used in more than one track.)

Philosophy Track
Complete the following courses:
Logical Reasoning and Argumentation:
PHILA101 Introduction to Logic 3

Foundations of Philosophy:
PHILA201 Introduction to Philosophy 3
PHILA211 History of Philosophy I 3
PHILA212 History of Philosophy II 3

Complete two courses from the following: 6
PHILA301 Ethics (3)
PHILA302 Biomedical Ethics (3)
PHILA303 Environmental Ethics (3)
PHILA304 Business Ethics (3)
PHILA309 Philosophy of Mind (3)
PHILA317 Metaphysics (3)
PHILA318 Epistemology (3)
PHILA313B Eastern Philosophy and Religion (3)
PHILA314 Western Religion (3)
PHILA401 Aesthetics (3)
PHILA405 Professional Ethics (3)
PHILA406 Philosophy of Law (3)
PHILA415 Feminist Philosophy (3)
PHILA421 Philosophy of the Sciences (3)

Law Track
Complete the following courses:
Logical Reasoning and Argumentation:
PHILA101 Introduction to Logic 3

Foundations of Philosophy:
PHILA201 Introduction to Philosophy 3
PHILA211 History of Philosophy I 3
PHILA212 History of Philosophy II 3

Ethics and Values:
PHILA301 Ethics 3

Philosophical Foundations of the Law:
PHILA406 Philosophy of Law 3
PHILA423 Advanced Ethical Theory (3)

FACULTY
Raymond Anthony, Assistant Professor, AFRXA@uaa.alaska.edu
Stephanie Bauer, Assistant Professor, AFSLB@uaa.alaska.edu
Thomas Buller, Associate Professor/Chair, AFTGB@uaa.alaska.edu
Terry Kelly, Term Instructor, AFTMK@uaa.alaska.edu
James Liszka, Professor, AFJJL@uaa.alaska.edu
John Mouracade, Assistant Professor, AFJMM2@uaa.alaska.edu
# Curriculum Action Request

## University of Alaska Anchorage

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

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<th>1a. School or College</th>
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<tr>
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<td>ADVE Division of Career Voc Ed</td>
<td>CTE</td>
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## General Education Requirement

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

## Course Description

See attached

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<th>Level</th>
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## Justification for Action

Basic statistical knowledge is needed in BST courses and technical professions. Program outcomes require demonstration of project management skills so TECH 433 (Project Design, Implementation and Control) may not be replaced by "management courses". TECH 443 includes the study of process improvement methodologies and may not be replaced by BA 300 (Organizational Theory and Behavior). Advisor approval should be required in the selection of major electives to ensure selected courses support program outcomes.

## Approval

- **Initiator (faculty only)**
- **Initiator (PRINT NAME)**
- **Dean/Director of School/College**
- **Department Chairperson**
- **Academic Board Chairperson**
- **Provost or Designee**

---

**Initiator (faculty only)**

**Initiator (PRINT NAME)**

**Dean/Director of School/College**

**Department Chairperson**

**Academic Board Chairperson**

**Provost or Designee**

**Date**

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**Approved**

**Disapproved**

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BACHELOR OF SCIENCE, TECHNOLOGY

The Bachelor of Science, Technology is designed to allow students to design a program of study which compliments their technical proficiencies. The general program, as well as the business emphasis, is described below.

ADMISSION REQUIREMENTS

Satisfy the requirements for Admission to Baccalaureate Degree Programs found in Chapter 7 of this catalog.

Students who apply to the Bachelor of Science, Technology (BST) major are admitted in a pre-major status. The process for advancement to major status is:

1. Completion of an advising session with BST faculty advisor.
   (See phone number above.)
2. Completion of an Associate of Applied Science degree form a regionally accredited institution or equivalent credits in a technical specialty area as approved by BST faculty advisor (45 credits minimum).
3. Completion of Change of Major form from pre-major to major status signed by BST faculty advisor.

DEGREE REQUIREMENTS

1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements (GER) for Baccalaureate Degrees listed at the beginning of this chapter.
3. Complete Required Support Courses and Major Degree Requirements.

PROGRAM DESCRIPTION AND OUTCOMES

This program builds on technical skills and knowledge to achieve professional and managerial competencies needed over a lifetime in continuously changing technological fields. Upon completion of this program, graduates will be able to:

- Develop, demonstrate, and evaluate policies and processes to ensure a safe workplace.
- Integrate knowledge gained in the program into professional goals and objectives.
- Design, schedule, manage, and assess technical projects.
- Achieve professional and managerial competencies for work in technical fields.

ADVISING

All students are encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.
Students are advised to complete at least 18 credits of upper division work in the fulfillment of General Education Requirements, Ethics, and Natural Sciences/Quantitative Skills requirements.

**REQUİRED SUPPORT COURSES (12-14 credits)**

- Ethics (*PHIL A301 recommended*)  
  3
- *ENGL A312* Advanced Technical Writing  
  3
- *MATH A107* College Algebra (4)  
  3-4
  
  or
  
  - *MATHA172* Applied Finite Math (3)  
    3
  - *STAT A252* Elementary Statistics (3)  
    3-4
  
  or
  
  - *BA A273* Introduction to Statistics for Business and Economics (3)  
    3
  - *STAT A253* Applied Statistics for the Sciences (4)  
    3

*Note: Courses marked with an (*) fulfill UAA General Education Requirements.*

**MAJOR REQUIREMENTS**

1. Complete and Associate of Applied Science Degree from a regionally accredited institution or have earned equivalent credits (45 minimum) in a technical specialty. (Must be approved by a BST faculty advisor.)  
   45-60+

2. Additional Natural Sciences or Quantitative Skills**  
   12

   Choose from any:
   - Natural Sciences GER courses
   - Quantitative Skills GER courses
   - Any upper division STAT, MATH, BIOL, CHEM, GEOL, and/or PHYS courses.

   **With faculty advisor approval, choose 12 credits of Natural Sciences or Quantitative Skills courses (in addition to the 10 credit minimum Natural Sciences (7) and Quantitative Skills (3) General Education Requirements) for which prerequisites have been met.

3. Complete the following required BST core courses (15 credits):
   - TECH A302 Operational Safety  
     3
   - TECH A305 Technology Management  
     3
   - TECH A433 Project Design, Implementation & Control  
     3
   - TECH A443 Quality Leadership  
     3
   - TECH A453 Capstone Project  
     3

4. Complete a minimum of 6 credits of faculty advisor approved upper division electives related to program outcomes or professional goals.  
   6

5. A minimum of 120 credits is required for the Bachelor of Science, Technology degree, of which a minimum of 42 credits must be upper division.

**BACHELOR OF SCIENCE, TECHNOLOGY**
BUSINESS EMPHASIS

PROGRAM DESCRIPTION AND OUTCOMES
The BST Business Emphasis offers students a focused program of study drawing required courses from economics and accounting and incorporating selective courses from business administration, computer information systems, or logistics. While the emphasis requires a minimum of 9 additional credits, the Business emphasis allows students to pursue more depth in their business skills. Upon completion of this program graduates will be able to:

• Develop, demonstrate, and evaluate policies and processes to ensure a safe workplace.
• Integrate knowledge gained in the program into professional goals and objectives.
• Design, schedule, manage, and assess technical projects.
• Achieve professional and managerial competencies for work in technical fields.
• Synthesize and apply economic, accounting, and business knowledge within technical contexts.

ADVISING
All students are strongly encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.

Students are encouraged to complete ECON A201 and ENGL A212 as General Education Requirements. Students are advised to complete at least 18 credits of upper division work in the fulfillment of General Education Requirements, Ethics, and Natural Sciences/Quantitative Skills requirements.

REQUIRED SUPPORT COURSES (18-22 credits)
Ethics (*PHIL A301 recommended) 3
*ECON A201 Principles of Macroeconomics 3
*ECON A202 Principles of Macroeconomics 3
*ENGL A312 Advanced Technical Writing 3
*MATH A107 College Algebra (4) 3-4

or
*MATH A172 Applied Finite Math (3)* STAT A252 Elementary Statistics (3) 3-4

or
BA A273 Introduction to Statistics for Business and Economics (3) or
*MATH A253 Applied Statistics for the Sciences (4)

Note: Courses marked with an (*) fulfill UAA General Education Requirements. No more than 3 credits of ECON A201 and ECON A202 may be used in fulfilling UAA General Education requirements for a baccalaureate degree.

MAJOR REQUIREMENTS
1. Complete an Associate of Applied Science Degree from a regionally accredited institution or have earned equivalent credits (45 minimum) in a technical specialty. (Must be approved by a BST faculty advisor.) 45-60+

2. Complete the following: 6
   ACCT A201 Principles of Financial Accounting (3)
   ACCT A202 Principles of Managerial Accounting (3)

3. Additional Natural Sciences or Quantitative Skills** 12
   Choose from any:
   Natural Sciences GER courses
   Quantitative Skills GER courses
   Any upper-division STAT, MATH, BIOL, CHEM, GEOL, and/or PHYS courses.
   **With faculty advisor approval, choose 12 credits of Natural Sciences or Quantitative Skills courses (in addition to the 10 credit minimum Natural Sciences (7) and Quantitative Skills (3) General Education Requirements) for which prerequisites have been met.

4. Complete the following required BST core courses: (15 credits)
   TECH A302 Operational Safety 3
   TECH A305 Technology Management 3
   TECH A433 Project Design, Implementation and Control 3
   TECH A443 Quality Leadership 3
   TECH A453 Capstone Project 3

5. Complete a minimum of 6 credits upper division electives chosen from BA, CIS, ACCT, ECON, or LOG. 6

6. A minimum of 129 credits is required for the Bachelor of Science, Technology degree with the business emphasis, of which a minimum of 42 credits must be upper division.

Note: *Courses marked with an (*) fulfill UAA General Education Requirements.
**With faculty advisor approval, choose 12 credits of Natural Sciences or Quantitative Skills courses (in addition to the 10 credit minimum Natural Sciences (7) and Quantitative Skills (3) General Education Requirements) for which prerequisites have been met.

FACULTY
Angela Dirks, Assistant Professor, anad@uaa.alaska.edu
BACHELOR OF SCIENCE, TECHNOLOGY

The Bachelor of Science, Technology is designed to allow students to design a program of study which compliments their technical proficiencies. The general program, as well as the business emphasis, is described below.

ADMISSION REQUIREMENTS

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Students who apply to the Bachelor of Science, Technology (BST) major are admitted in a pre-major status. The process for advancement to major status is:

1. Completion of an advising session with BST faculty advisor. (See phone number above.)
2. Completion of an Associate of Applied Science degree from a regionally accredited institution or equivalent credits in a technical specialty area as approved by BST faculty advisor (45 credits minimum).
3. Completion of Change of Major form from pre-major to major status signed by BST faculty advisor.

DEGREE REQUIREMENTS

1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements (GER) for Baccalaureate Degrees listed at the beginning of this chapter.
3. Complete Required Support Courses and Major Degree Requirements.

PROGRAM DESCRIPTION AND OUTCOMES

This program builds on technical skills and knowledge to achieve professional and managerial competencies needed over a lifetime in continuously changing technological fields. Upon completion of this program, graduates will be able to:

- Develop, demonstrate, and evaluate policies and processes to ensure a safe workplace.
- Integrate knowledge gained in the program into professional goals and objectives.
- Design, schedule, manage, and assess technical projects.
- Achieve professional and managerial competencies for work in technical fields.

ADVISING

All students are encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.
Students are advised to complete at least 18 credits of upper division work in the fulfillment of General Education Requirements, Ethics, and Natural Sciences/Quantitative Skills requirements.

**REQUIRED SUPPORT COURSES** (12-14 credits)

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<th>Course</th>
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<tr>
<td>Ethics (*PHIL A301 recommended)</td>
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<td>*MATH A107 College Algebra (4)</td>
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<tr>
<td>or *MATH A172 Applied Finite Math (3)</td>
<td>3-4</td>
</tr>
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</tr>
<tr>
<td>or BA A273 Introduction to Statistics for Business and Economics (3)</td>
<td></td>
</tr>
<tr>
<td>*STAT A253 Applied Statistics for the Sciences (4)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Courses marked with an (*) fulfill UAA General Education Requirements.

**MAJOR REQUIREMENTS**

1. Complete an Associate of Applied Science Degree from a regionally accredited institution or have earned equivalent credits (45 minimum) in a technical specialty. (Must be approved by BST faculty advisor) 45-60+

2. Additional Natural Sciences or Quantitative Skills** 12
   Choose from any:
   - Natural Sciences GER courses
   - Quantitative Skills GER courses
   - Any upper division STAT, MATH, BIOL, CHEM, GEOL, and/or PHYS courses

   **With faculty advisor approval, choose 12 credits of Natural Sciences or Quantitative Skills courses (in addition to the 10 credit minimum Natural Sciences (7) and Quantitative Skills (3) General Education Requirements) for which prerequisites have been met.

3. Complete the following required BST core courses (15 credits)
   - TECH A302 Operational Safety 3
   - TECH A305 Technology Management 3
   - TECH A433 Project Design, Implementation & Control 3
   - TECH A443 Quality Leadership 3
   - TECH A453 Capstone Project 3

4. Complete a minimum of 6 credits of faculty advisor approved upper division electives related to program outcomes or professional goals. 6

5. A minimum of 120 credits is required for the Bachelor of Science, Technology degree, of which a minimum of 42 credits must be upper division.
BACHELOR OF SCIENCE, TECHNOLOGY
BUSINESS EMPHASIS

PROGRAM DESCRIPTION AND OUTCOMES
The BST Business Emphasis offers students a focused program of study drawing required courses from economics and accounting and incorporating selective courses from business administration, computer information systems, or logistics. While the emphasis requires a minimum of nine additional credits, the Business Emphasis allows students to pursue more depth in their business skills. Upon completion of this program graduates will be able to:

- Develop, demonstrate, and evaluate policies and processes to ensure a safe workplace.
- Integrate knowledge gained in the program into professional goals and objectives.
- Design, schedule, manage, and assess technical projects.
- Achieve professional and managerial competencies for work in technical fields.
- Synthesize and apply economic, accounting, and business knowledge within technical contexts.

ADVISING
All students are encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.

Students are encouraged to complete ECON A201 and ENGL 212 as General Education Requirements. Students are advised to complete at least 18 credits of upper division work in the fulfillment of General Education Requirements, Ethics, and Natural Sciences/Quantitative Skills requirements.

REQUIRED SUPPORT COURSES (18-20 credits)
Ethics (*PHIL A301 recommended) 3
*ECON A201 Principles of Macroeconomics 3
*ECON A202 Principles of Macroeconomics 3
*ENGL A312 Advanced Technical Writing 3
*MATH A107 College Algebra (4) 3-4
   or
*MATH A172 Applied Finite Math (3)
*STAT A252 Elementary Statistics (3) 3-4
   or
BA A273 Introduction to Statistics for Business and Economics (3)
   or
*STAT A253 Applied Statistics for the Sciences (4)
MAJOR REQUIREMENTS

1. Complete an Associate of Applied Science Degree from a regionally accredited institution or have earned equivalent credits (45 minimum) in a technical specialty. (Must be approved by BST faculty advisor) 45-60+

2. Complete the following 6 credits
   ACCT A201  Principles of Financial Accounting  3
   ACCT A202  Principles of Managerial Accounting  3

3. Additional Natural Sciences or Quantitative Skills**  12
   Choose from any:
   Natural Sciences GER courses
   Quantitative Skills GER courses
   Any upper division STAT, MATH, BIOL, CHEM, GEOL, and/or PHYS courses
   **With faculty advisor approval, choose 12 credits of Natural Sciences or Quantitative Skills courses (in addition to the 10 credit minimum Natural Sciences (7) and Quantitative Skills (3) General Education Requirements) for which prerequisites have been met.

4. Complete the following required BST core courses (15 credits)
   TECH A302  Operational Safety  3
   TECH A305  Technology Management  3
   TECH A433  Project Design, Implementation and Control  3
   TECH A443  Quality Leadership  3
   TECH A453  Capstone Project  3

5. Complete a minimum of 6 credits upper division electives chosen from BA, CIS, ACCT, ECON, or LOG. 6

6. A minimum of 129 credits is required for the Bachelor of Science, Technology degree with the business emphasis, of which a minimum of 42 credits must be upper division.

Note:  * Courses marked with an (*) fulfill UAA General Education Requirements.
**With faculty advisor approval, choose 12 credits of Natural Sciences or Quantitative Skills courses (in addition to the 10 credit minimum Natural Sciences (7) and Quantitative Skills (3) General Education Requirements) for which prerequisites have been met.

FACULTY
Angela Dirks, Assistant Professor, angela.dirks@uaa.alaska.edu
15 March, 2008

Marilyn Borell, Academic Coordinator  
University of Alaska Anchorage  
College of Arts & Sciences  
Office of the Deans  
3211 Providence Drive  
Anchorage, AK 99508

Dear Marilyn:

Attached you will find the most recently updated CARs, CCGs, and Coordination Forms for the following programs in the Department of Languages:

- American Sign Language
- French
- German
- Japanese
- Russian
- Spanish

All 101-202 level courses for each language listed above have been updated according to 1.) the Humanities/Languages Template established by the UAA General Education Requirement Committee during the academic year 2006-07, and 2.) the suggestions provided by the CAS Curriculum Committee on August 30 and October 11, 2007. Moreover, the entire enclosed packet adheres to the sample language (i.e. French) sent electronically on November 6, which was then formally approved by you and Brian Wick on November 7, 2007.

The Department of Languages Curriculum Committee has met four times to revise the enclosed packet in order to reflect your recommendations regarding CCG formatting, dates, course titles, and course descriptions. We believe that we have found a good balance fulfilling all the requirements of UAA GERS as well as those of the American Council for the Teaching of Foreign Languages.

Kindly note that, according to University policy, the Department of Languages is unable to submit materials as fulfillment of the General Education Requirement for Chinese, Italian, Korean, or Latin, since there are presently no full-time faculty members to coordinate or teach these languages. Thank you very much for all of your guidance during this process. You have been most helpful.

Sincerely,

Patricia Fagan, Ph.D.  
Dept. of Languages Curriculum Coordinator

cc: Dr. Hiroko Harada, Chair
Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<th>1b. Division</th>
<th>1c. Department</th>
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<td>Elementary ASL I</td>
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<tr>
<th>13. List any programs or college requirements that require this course</th>
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<td>ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in ASL.</td>
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<th>15. General Education Requirement</th>
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<tr>
<td>Oral Communication</td>
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<th>16. Course Description</th>
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<tr>
<td>Introductory course for students with no previous knowledge of ASL. Develops receptive and expressive signing skills in ASL for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.</td>
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<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
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</table>

<table>
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<tr>
<th>17b. Test Score(s)</th>
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<thead>
<tr>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>17d. Other Restriction(s)</th>
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<tbody>
<tr>
<td>College</td>
<td>Major</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
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<table>
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<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect most current GER outcomes.</td>
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</table>

Approved: __________________________ Date: __________
Disapproved: __________________________

Department Chairperson Date: __________

Approved: __________________________ Date: __________
Disapproved: __________________________

Curriculum Committee Chairperson Date: __________

Approved: __________________________ Date: __________
Disapproved: __________________________

Dean/Director of School/College Date: __________

Approved: __________________________ Date: __________
Disapproved: __________________________

Undergraduate or Graduate Academic Board Chairperson Date: __________

Approved: __________________________ Date: __________
Disapproved: __________________________

Provost or Designee Date: __________

Approved: __________________________ Date: __________
Disapproved: __________________________
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary American Sign Language I
   C. Course Subject/Number: ASL A101
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of ASL. Develops receptive and expressive signing skills in ASL for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in American Sign Language.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in ASL.
      2) Create course assignments and class activities which develop receptive and expressive proficiency in ASL.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in sign reception in ASL: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in sign production in ASL: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in ASL; sign reception and sign production assignments; presentations or evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of ASL.

VII. Course Outline:
A. Sign reception in ASL at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
B. Sign production in ASL at the elementary level:
   Communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
C. Cultural knowledge of Deaf Communities:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to Deaf Communities.

VIII. Recommended Texts:
   (Companion DVD)

IX. Bibliography and Resources:


### Curriculum Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL</td>
<td>A102</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary American Sign Language II</td>
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<tr>
<td>Elementary ASL II</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
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<tr>
<td>☑ Academic</td>
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<td>☐ Non-credit</td>
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<td>☐ Professional Development</td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
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<tbody>
<tr>
<td>☑ A-F</td>
<td>☑ Spring/2008 - /9999</td>
</tr>
<tr>
<td>☐ P/NP</td>
<td></td>
</tr>
<tr>
<td>☐ NG</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Stacked</td>
<td>ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in ASL.</td>
</tr>
<tr>
<td>✓ Other Course Content Guide</td>
<td></td>
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</tbody>
</table>

**Course Description**

Continuation of introductory course. Further develops elementary receptive and expressive signing skills in ASL for effective communication. Enhances appreciation of cross-cultural perspectives.

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL A101</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ College</td>
<td></td>
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<tr>
<td>☑ Major</td>
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<td>☑ Class</td>
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<tr>
<td>☑ Level</td>
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</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Mark if course has fees</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect most recent GER outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

---

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

**Approved**  
**Disapproved:**

---

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

**Approved**  
**Disapproved:**

---

**Department Chairperson**  
**Date**

**Approved**  
**Disapproved:**

---

**Undergraduate or Graduate**  
**Academic Board Chairperson**  
**Date**

**Approved**  
**Disapproved:**

---

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

**Approved**  
**Disapproved:**

---
UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary American Sign Language II
   C. Course Subject/Number: ASL A102
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary receptive and expressive signing skills in ASL for effective communication. Enhances appreciation of cross-cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in American Sign Language.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: ASL A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in ASL.
      2) Create course assignments and class activities which continue to develop student receptive and expressive signing skills in ASL.
      3) Develop approaches to broaden awareness of diverse cultural practices.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

| Demonstrate elementary proficiency in sign reception in ASL: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in ASL A101. | Assessment Procedures |
| Tests |
| Demonstrate elementary proficiency in sign production in ASL: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in ASL A101. | Interviews and dialogues |
| Demonstrate cultural knowledge of new topics addressed. | Tests |

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 100-level because it requires one semester of previous study in ASL.

### VII. Course Outline:

A. Sign reception in ASL at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of ASL A101.

B. Sign production in ASL at the elementary level:
   Communication building upon the vocabulary, grammar, and communicative functions of ASL A101.

C. Cultural knowledge of Deaf Communities:
   Enhanced appreciation of cross-cultural perspectives building upon topics addressed in ASL A101.

### VIII. Recommended Texts:


IX. Bibliography and Resources:


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
<th>1b. Division</th>
<th>AHUM Division of Humanities</th>
<th>1c. Department</th>
<th>LANGUAGES</th>
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<td>A201</td>
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<td>(Lecture + Lab)</td>
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<td>☐ Contact Hours</td>
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<td>☐ Co-requisites</td>
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<tr>
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<td>☑ Other Restrictions</td>
<td>☐ Registration Restrictions</td>
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<td>☐ NG</td>
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<tr>
<td>From: Spring/2008</td>
<td>To: /999</td>
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<tr>
<td>12. ☑ Cross Listed with</td>
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<tr>
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<tr>
<td>13. List any programs or college requirements that require this course</td>
<td>Required for the B.A. degree in Languages with a secondary emphasis in ASL.</td>
<td></td>
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</tr>
<tr>
<td>14. Coordinate with Affected Units:</td>
<td>UAA Faculty List Serve</td>
<td>Department, School, or College</td>
<td></td>
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<tr>
<td>15. ☑ General Education Requirement</td>
<td>☐ Oral Communication</td>
<td>☐ Written Communication</td>
<td>☐ Quantitative Skills</td>
<td>☑ Humanities</td>
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<tr>
<td></td>
<td>☐ Fine Arts</td>
<td>☐ Social Sciences</td>
<td>☐ Natural Sciences</td>
<td>☐ Integrative Capstone</td>
<td></td>
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<tr>
<td>16. Course Description</td>
<td>Intermediate course for students with basic knowledge of ASL. Enhances receptive and expressive signing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.</td>
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<td>17a. Course Prerequisite(s) (list prefix and number)</td>
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<td>17b. Test Score(s)</td>
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<td></td>
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<td>17d. Other Restriction(s)</td>
<td>College</td>
<td>Major</td>
<td>Class</td>
<td>Level</td>
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</tr>
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<td>17e. Registration Restriction(s) (non-codable)</td>
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<td></td>
<td></td>
<td></td>
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<td>18. ☑ Mark if course has fees</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Justification for Action</td>
<td>Update Course Description and Course Content Guide to reflect most current GER outcomes.</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Initiator (faculty only) Date

Approved

Disapproved:

Dean/Director of School/College Date

Approved

Disapproved:

Department Chairperson Date

Approved

Disapproved:

Undergraduate or Graduate Academic Board Chairperson Date

Approved

Disapproved:

Provost or Designee Date
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate American Sign Language I
   C. Course Subject/Number: ASL A201
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of ASL. Enhances receptive and expressive signing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a secondary emphasis in American Sign Language.
   I. Course Attributes:
      Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: ASL A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in ASL.
      2) Create course assignments and class activities which continue to enhance receptive and expressive proficiency in ASL.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of Deaf Communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th>Demonstrate intermediate proficiency in sign reception in ASL: Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate intermediate proficiency in sign production in ASL: Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in ASL A102.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in ASL.

### VII. Course Outline:

A. Sign reception in ASL at the intermediate level:
   - Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of ASL A102.

B. Sign production in ASL at the intermediate level:
   - Communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of ASL A102.

C. Cultural knowledge of Deaf Communities:
   - Critical examination of diverse cultural perspectives.

### VIII. Recommended Texts:


IX. Bibliography and Resources:


## Curriculum Action Request
**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

### 1. School or College
- **AS CAS**

### 2. Course Prefix
- **ASL**

### 3. Course Number
- **A202**

### 4. Previous Course Prefix & Number

### 5. Credits/CEU
- **3**

### 6. Contacts Hours
- **(Lecture + Lab) (3+0)**

### 6. Complete Course/Program Title
**Intermediate American Sign Language II**  
**Intermediate ASL II**

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

### 7. Type of Course
- Academic [x]
- Non-credit
- CEU
- Professional Development

### 8. Type of Action
- Prefix [x]
- Course Number [x]
- Add
- Course
- Program

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

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

### 11. Implementation Date
- From: Spring/2008
- To: /9999

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

### 13. List any programs or college requirements that require this course
- Required for the B.A. degree in Languages with a secondary emphasis in ASL.

### 14. Coordinate with Affected Units
- UAA Faculty List Serve
- Department, School, or College

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

### 16. Course Description
**Continuation of first semester in intermediate ASL. Further develops receptive and expressive signing proficiency for effective communication and in preparation for advanced study of ASL. Students interpret diverse cultural perspectives.**

### 17. Course Prerequisite(s)
- **ASL A201**

### 18. Mark if course has fees

### 19. Justification for Action
**Update Course Description and Course Content Guide to reflect most current GER outcomes.**

---

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

**Approved**  
**Disapproved:**

---

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

**Approved**  
**Disapproved:**

---

**Department Chairperson**  
**Date**

**Approved**  
**Disapproved:**

---

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

---

**Academic Board Chairperson**  
**Date**

---

**Curriculum Committee Chairperson**  
**Date**
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate American Sign Language II
   C. Course Subject/Number: ASL A202
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate ASL. Further develops receptive and expressive signing proficiency for effective communication and in preparation for advanced study of ASL. Students interpret diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs: Required for B.A. degree in Languages with a secondary emphasis in American Sign Language.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: ASL A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in ASL.
      2) Create course assignments and class activities which continue to advance receptive and expressive signing skills in ASL.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of Deaf Communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate intermediate proficiency in sign reception in ASL:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend simple, yet sustained discourse built upon the vocabulary, grammar,</td>
<td></td>
</tr>
<tr>
<td>and communicative functions acquired in ASL A201.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in sign production in ASL:</td>
<td>Interviews and</td>
</tr>
<tr>
<td>Communicate to satisfy personal needs and work/school demands or to convey</td>
<td>dialogues</td>
</tr>
<tr>
<td>information which is built upon the vocabulary, grammar, and communicative</td>
<td></td>
</tr>
<tr>
<td>functions acquired in ASL A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge</td>
<td></td>
</tr>
<tr>
<td>with previously acquired analytical skills for interpreting diverse perspectives</td>
<td></td>
</tr>
<tr>
<td>and practices.</td>
<td></td>
</tr>
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</table>

### IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

### VI. Course-level Justification:
This class is appropriate at the 200-level because it requires three semesters of previous study in ASL.

### VII. Course Outline:
A. Receptive skills in ASL at the intermediate level:
   Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of ASL A201.
B. Expressive skills in ASL at the intermediate level:
   Communication building upon the vocabulary, grammar, and communicative functions of ASL A201.
C. Cultural knowledge of Deaf Communities:
   Interpretation of diverse cultural perspectives.

### VIII. Recommended Texts:
IX. Bibliography and Resources:
### Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN</td>
<td>A101</td>
<td></td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

*6. Complete Course/Program Title*

**Elementary French I**

### Abbreviated Course Title for Transcript (30 character)

**Elementary French I**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>□ Add □ Change □ Delete</td>
<td>No</td>
<td>□ A-F □ P/NP □ NG</td>
<td>From: Spring/2008 To: 9999</td>
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<th>12. Cross Listed with</th>
<th>Stacked with</th>
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<tbody>
<tr>
<td></td>
<td>Cross-Listed Coordination Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN A101 and FREN A102 are prerequisites for FREN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in French and which can count toward a minor in French.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
<th>UAA Faculty List Serve</th>
<th>Initiator Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College</td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. □ General Education Requirement</th>
<th>□ Oral Communication □ Written Communication □ Quantitative Skills □ Humanities □ Fine Arts □ Social Sciences □ Natural Sciences □ Integrative Capstone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory course for students with no previous knowledge of the French language. Develops listening, speaking, reading, and writing skills in French for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>College Major Class Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. □ Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect most current GER outcomes.</td>
</tr>
</tbody>
</table>

---

**Approved**

---

**Disapproved**

---

**Initiator (faculty only) Date**

---

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

---

**Department Chairperson Date**

---

**Undergraduate or Graduate Academic Board Chairperson Date**

---

**Curriculum Committee Chairperson Date**

---

**Provost or Designee Date**

---
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary French I
   C. Course Subject/Number: FREN A101
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of the French language. Develops listening, speaking, reading, and writing skills in French for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
   FREN A101 and FREN A102 are prerequisites for FREN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in French and which can count toward a minor in French.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in French.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in French.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate elementary proficiency in listening in French: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate elementary proficiency in speaking in French: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in French: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in French: Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in French; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of French.

### VII. Course Outline:

- **A. Listening in French at the elementary level:**
  Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

- **B. Speaking in French at the elementary level:**
  Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.

- **C. Reading in French at the elementary level:**
  Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

- **D. Writing in French at the elementary level:**
  Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.

- **E. Cultural knowledge of the communities which speak French:**
  Basic understanding and appreciation of cross-cultural perspectives as they relate to French-speaking communities.
VIII. Recommended Texts:
   B. Workbook/Lab Manual to accompany the textbook Mais oui!
   C. Audio CDs and Video to accompany the textbook Mais oui!

IX. Bibliography and Resources:
   Q. Saville-Troike, Muriel. Introducing Second Language Acquisition. Cambridge:
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College
   AS CAS

1b. Division
   AHUM Division of Humanities

1c. Department
   LANGUAGES

2. Course Prefix
   FREN

3. Course Number
   A102

4. Previous Course Prefix & Number

5a. Credits/CEU
   4

5b. Contact Hours (Lecture + Lab)
   (4+0)

6. Complete Course/Program Title
   Elementary French II

Abbreviated Title for Transcript (30 characters)

7. Type of Course
   Academic  □ Non-credit  □ CEU  □ Professional Development

8. Type of Action
   □ Add  □ Change  □ Delete

   (mark appropriate boxes)

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date
    semester/year
    From: Spring/2008  To: /9999

12. □ Cross Listed with
    □ Stacked with
    □ Other Course Content Guide

13. List any programs or college requirements that require this course
    FREN A101 and FREN A102 are prerequisites for FREN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in French and which can count toward a minor in French.

14. Coordinate with Affected Units:
    UAA Faculty List Serve
    Department, School, or College

    Initiator Signature  Date

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

16. Course Description
    Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in French for effective communication. Enhances appreciation of cross-cultural perspectives.

17a. Course Prerequisite(s) (list prefix and number)
    FREN A101

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)
    □ College  □ Major  □ Class  □ Level

17e. Registration Restriction(s) (non-codable)

18. □ Mark if course has fees

19. Justification for Action
    Update Course Description and Course Content Guide to reflect most recent GER outcomes.

Initiator (faculty only)  Date

Approved  Disapproved:

Dean/Director of School/College  Date

Approved  Disapproved:

Department Chairperson  Date

Approved  Disapproved:

Undergraduate or Graduate Academic Board Chairperson  Date

Approved  Disapproved:

Provost or Designee  Date

119
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary French II
   C. Course Subject/Number: FREN A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in French for effective communication. Enhances appreciation of cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      FREN A101 and FREN A102 are prerequisites for FREN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in French and which can count toward a minor in French.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: FREN A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in French.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in French.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes
Students will be able to:

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<tr>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in French; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in French.

VII. Course Outline:
A. Listening in French at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of French A101.

B. Speaking in French at the elementary level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of French A101.

C. Reading in French at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of French A101.

D. Writing in French at the elementary level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of French A101.

E. Cultural knowledge of the communities which speak French: Enhanced appreciation of cross-cultural perspectives building upon topics addressed in French A101.

VIII. Recommended Texts:
B. Workbook/Lab Manual to accompany the textbook *Mais oui!*
C. Audio CDs and Video to accompany the textbook *Mais oui!*

IX. Bibliography and Resources:


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

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<td>AHUM Division of Humanities</td>
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<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN</td>
<td>A201</td>
<td></td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

#### 6. Complete Course/Program Title

**Intermediate French I**

Abbreviated Title for Transcript (30 character)

#### 7. Type of Course

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

#### 8. Type of Action

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

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Class
- [ ] College
- [ ] Level
- [ ] Degree
- [ ] Other Course Content Guide

#### 9. Repeat Status

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

#### 10. Grading Basis

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

#### 11. Implementation Date

- From: Spring/2008
- To: 9999

#### 12. Cross Listed with

- [ ] Stack
- [ ] Cross-Listed Coordination Signature

#### 13. List any programs or college requirements that require this course

Required for the B.A. degree in Languages with a primary or secondary emphasis in French. Can count toward a minor in French.

#### 14. Coordinate with Affected Units

- [ ] UAA Faculty List Serve
- [ ] Department, School, or College

Initiator Signature: ___________________________ Date: ___________________________

#### 15. General Education Requirement

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

#### 16. Course Description

Intermediate course for students with basic knowledge of French. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.

#### 17a. Course Prerequisite(s) (list prefix and number)

FREN A102

#### 17b. Test Score(s)

#### 17c. Co-requisite(s) (concurrent enrollment required)

#### 17d. Other Restriction(s)

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

#### 17e. Registration Restriction(s) (non-codable)

#### 18. Mark if course has fees

#### 19. Justification for Action

Update Course Description and Content Guide to reflect most current GER outcomes.

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Initiator (faculty only) Date: ___________________________  

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Approved: ___________________________ Disapproved: ___________________________  
Dean/Director of School/College Date: ___________________________

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Approved: ___________________________ Disapproved: ___________________________  
Department Chairperson Date: ___________________________

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Approved: ___________________________ Disapproved: ___________________________  
Undergraduate or Graduate Academic Board Chairperson Date: ___________________________

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Approved: ___________________________ Disapproved: ___________________________  
Provost or Designee 124Date: ___________________________
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date:       Spring 2008

II. Course Information:
   A. College          College of Arts & Sciences
   B. Course Title:    Intermediate French I
   C. Course Subject/Number:  FREN A201
   D. Credit Hours:    4.0
   E. Contact Time:    4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of French. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs: Required for B.A. degree in Languages with a primary or secondary emphasis in French. Can count toward a minor in French.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees:         Yes
   K. Coordination:     UAA Faculty List Serve
   L. Course Prerequisite: FREN A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in French.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in French.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of the French-speaking communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students shall be able to:**

| Demonstrate intermediate proficiency in listening in French: Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. | Assessment Procedures |
| - | Tests |
| Demonstrate intermediate proficiency in speaking in French: Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in French A102. | Interviews and dialogues |
| Demonstrate intermediate proficiency in reading in French: Comprehend simple, yet connected discourse relating to generally predictable topics and daily environment. | Tests |
| Demonstrate intermediate proficiency in writing in French: Present uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. | Writing samples and tests |
| Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity. | Tests |

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in French; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in French.

### VII. Course Outline:

A. Listening in French at the intermediate level:
   Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of French A102.

B. Speaking in French at the intermediate level:
   Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of French A102.
C. Reading in French at the intermediate level:
Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of French A102.

D. Writing in French at the intermediate level:
Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of French A102.

E. Cultural knowledge of the communities which speak French:
Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:
B. Workbook/Lab Manual to accompany the textbook Interaction.
C. Audio CDs and Video to accompany the textbook Interaction.

IX. Bibliography and Resources:
M. McKeachie, Wilbert J. Teaching Tips. Strategies, Research, and Theory for


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

1a. School or College
AS CAS

1b. Division
AHUM Division of Humanities

1c. Department
LANGUAGES

2. Course Prefix
FREN

3. Course Number
A202

4. Previous Course Prefix & Number

5a. Credits/CEU
4

5b. Contact Hours
(Lecture + Lab)
(4+0)

6. Complete Course/Program Title
Intermediate French II

Abbreviated Title for Transcript (30 character)

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

8. Type of Action
☒ Add
☐ Change
☐ Delete

(mark appropriate boxes)

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

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date
semester/year
From: Spring/2008
To: /9999

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
Required for the B.A. degree in Languages with a primary or secondary emphasis in French. Can count toward a minor in French.

14. Coordinate with Affected Units:
UAA Faculty List Serve
Department, School, or College

Initiator Signature
Date

15. ☒ General Education Requirement
☐ Oral Communication
☐ Written Communication
☐ Quantitative Skills
☒ Humanities
☐ Fine Arts
☐ Social Sciences
☐ Natural Sciences
☐ Integrative Capstone

16. Course Description
Continuation of first semester in intermediate French. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of French. Students interpret diverse cultural perspectives.

17a. Course Prerequisite(s) (list prefix and number)
FREN A201

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)

☐ College
☐ Major
☐ Class
☐ Level

17e. Registration Restriction(s) (non-codable)

18. ☒ Mark if course has fees

19. Justification for Action
Update Course Description and Course Content Guide to reflect most recent GER outcomes.

Initiator (faculty only)
Date

Approved
Disapproved:

Dean/Director of School/College
Date

Approved
Disapproved:

Department Chairperson
Date

Approved
Disapproved:

Undergraduate or Graduate
Academic Board Chairperson
Date

Approved
Disapproved:

Provost or Designee
129 Date

Approved
Disapproved:
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate French II
   C. Course Subject/Number: FREN A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate French. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of French. Students interpret diverse cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in French. Can count toward a minor in French.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: FREN A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in French.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in French.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of the French-speaking communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
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<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in listening in French: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in French: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in French A201.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in French: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in French A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in French: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in French A201.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in French; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires three semesters of previous study in French.

VII. Course Outline:
A. Listening in French at the intermediate level:
Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of French A201.
B. Speaking in French at the intermediate level:
Oral communication building upon the vocabulary, grammar, and communicative functions of French A201.
C. Reading in French at the intermediate level:
   Comprehension of simple, yet sustained discourse building upon
   the vocabulary, grammar, and communicative functions of French
   A201.

D. Writing in French at the intermediate level:
   Presentation of creative language building upon the vocabulary, grammar,
   and communicative functions of French A201.

E. Cultural knowledge of the communities which speak French:
   Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:
   A. Susan St. Onge, Ronald St. Onge and Katherine Kulick. Interaction. Révision
   B. Workbook/Lab Manual to accompany the textbook Interaction.
   C. Audio CDs and Video to accompany the textbook Interaction.

IX. Bibliography and Resources:
   A. Bean, John C. Engaging Ideas. The Professor’s Guide to Integrating Writing,
   Critical Thinking, and Active Learning in the Classroom. San Francisco:
   B. Brown, H.D. Teaching by Principles-An Interactive Approach to Language
   D. Cook, V, J. Second Language Learning and Language Teaching. London:
   E. Kirk, Delaney J. Taking Back the Classroom: Tips for the College Professor on
   F. Gass, Susan and Larry Selinker. Second Language Acquisition: An
   G. Johnson, Karen E. Understanding Communication in Second Language
   H. Krashen, Stephen. Explorations in Language Acquisition and Use. NH:
   I. -----. Principles and Practice in Second Language Acquisition. New
   J. Lee, J. and Bill VanPatten. Making Communicative Language Teaching
   K. Lightbown, Patsy M. and Nina Spada. How Languages are Learned. Oxford:
   L. Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. The Heinle Professional
   Series in Language Instruction. Teaching with Technology. Boston:
   M. McKeachie, Wilbert J. Teaching Tips. Strategies, Research, and Theory for


### Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
<thead>
<tr>
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<th>1c. Department</th>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER</td>
<td>A101</td>
<td></td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course/Program Title

**Elementary German I**

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

### 7. Type of Course

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

### 8. Type of Action

- [ ] Add
- [ ] Change
-       (mark appropriate boxes)
- [ ] Delete

### 9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

### 10. Grading Basis

- [X] A-F
- [ ] P/np
- [ ] NG

### 11. Implementation Date

**semester/year**

- From: Spring/2008
- To: /9999

### 12. Cross Listed with

- [ ] Stacked with

### 13. List any programs or college requirements that require this course

GER A101 and GER A102 are prerequisites for GER A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in German and which can count toward a minor in German.

### 14. Coordinate with Affected Units:

**UAA Faculty List Serve**

**Department, School, or College**

Initiator Signature  Date

### 15. General Education Requirement

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

### 16. Course Description

Introductory course for students with no previous knowledge of the German language. Develops listening, speaking, reading, and writing skills in German for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

### 17a. Course Prerequisite(s) (list prefix and number)

### 17b. Test Score(s)

### 17c. Co-requisite(s) (concurrent enrollment required)

### 17d. Other Restriction(s)

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

### 17e. Registration Restriction(s) (non-codable)

### 18. Mark if course has fees

### 19. Justification for Action

Update Course Description and Course Content Guide to reflect most current GER outcomes.

---

**Approved**

Initiator (faculty only)  Date

**Approved**

Dean/Director of School/College  Date

**Approved**

Department Chairperson  Date

**Approved**

Undergraduate or Graduate Academic Board Chairperson  Date

**Approved**

Curriculum Committee Chairperson  Date

**Approved**

Provost or Designee  Date
I. Initiation Date:   Spring 2008

II. Course Information:
   A. College   College of Arts & Sciences
   B. Course Title:  Elementary German I
   C. Course Subject/Number: GER A101
   D. Credit Hours:  4.0
   E. Contact Time:  4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of the German language. Develops listening, speaking, reading, and writing skills in German for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.
   H. Status of course relative to degree or certificate programs: GER A101 and GER A102 are prerequisites for GER A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in German and which can count toward a minor in German.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees:   Yes
   K. Coordination:  UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in German.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in German.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate elementary proficiency in listening in German:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in German:</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in German:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in German:</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in German; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of German.

### VII. Course Outline:

A. Listening in German at the elementary level:
   - Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

B. Speaking in German at the elementary level:
   - Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.

C. Reading in German at the elementary level:
   - Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

D. Writing in German at the elementary level:
   - Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.

E. Cultural knowledge of the communities which speak German:
   - Basic understanding and appreciation of cross-cultural perspectives as they relate to German-speaking communities.
VIII. Recommended Texts:
C. Audio-visual resources supplied by the textbook publisher for student lab activities.

IX. Bibliography and Resources:


# Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<th>1c. Department</th>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER</td>
<td>A102</td>
<td></td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary German II</td>
</tr>
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</table>

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Course</td>
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<td></td>
<td>A-F</td>
<td>semester/year</td>
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<tr>
<td>Non-credit</td>
<td>Prefix</td>
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<td>P/NP</td>
<td>To: /9999</td>
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<td>CEU</td>
<td>Credits</td>
<td></td>
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<tr>
<td>Professional Development</td>
<td>Title</td>
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</table>

<table>
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<tr>
<th>12. Cross Listed with</th>
<th>13. List any programs or college requirements that require this course</th>
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<td>GER A101 and GER A102 are prerequisites for GER A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in German and which can count toward a minor in German.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units: UAA Faculty List Serve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College</td>
</tr>
</tbody>
</table>

Initiator Signature Date

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in German for effective communication. Enhances appreciation of cross-cultural perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurren enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER A101</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
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<td></td>
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<tr>
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</tr>
<tr>
<td>Level</td>
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<thead>
<tr>
<th>18. Mark if course has fees</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
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</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect most current GER outcomes.</td>
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</table>

Approved Disapproved: 

Initiator (faculty only) Date Dean/Director of School/College Date

Approved Disapproved: 

Department Chairperson Date Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved: 

Curriculum Committee Chairperson Date Provost or Designee Date

139 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary German II
   C. Course Subject/Number: GER A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in German for effective communication. Enhances appreciation of cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      GER A101 and GER A102 are prerequisites for GER A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in German and which can count toward a minor in German.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: GER A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. **Instructional Goals:** The instructor will:
      1) Conduct the class in German.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in German.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students will be able to:**

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<th>Student Outcomes</th>
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<tbody>
<tr>
<td>Demonstrate elementary proficiency in listening in German: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in German A101.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in German: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in German A101.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in German: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in German A101.</td>
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<td>Demonstrate cultural knowledge of new topics addressed.</td>
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### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in German; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 100-level because it requires one semester of previous study in German.

### VII. Course Outline:

A. Listening in German at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of German A101.

B. Speaking in German at the elementary level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of German A101.

C. Reading in German at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of German A101.

D. Writing in German at the elementary level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of German A101.

E. Cultural knowledge of the communities which speak German:
Enhanced appreciation of cross-cultural perspectives building upon topics addressed in German A101.

VIII. Recommended Texts:
C. Audio-visual resources supplied by the textbook publisher for student lab activities.

IX. Bibliography and Resources:
M. McKeachie, Wilbert J. Teaching Tips. Strategies, Research, and Theory for


## Curriculum Action Request
### University of Alaska Anchorage
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<td>(4+0)</td>
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**6. Complete Course/Program Title**

**Intermediate German I**

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

**7. Type of Course**

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

**8. Type of Action**

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

**9. Repeat Status No**

**# of Repeats**

**Max Credits**

**10. Grading Basis**

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

**11. Implementation Date**

**semester/year**

From: Spring/2008  To: /9999

**12. Cross Listed with**

- [ ] Stacked

**13. List any programs or college requirements that require this course**

- Required for the B.A. degree in Languages with a primary or secondary emphasis in German. Can count toward a minor in German.

**14. Coordinate with Affected Units:**

- UAA Faculty List Serve
  - Department, School, or College

- Initiator Signature
- Date

**15. General Education Requirement**

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

**16. Course Description**

Intermediate course for students with basic knowledge of German. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.

**17a. Course Prerequisite(s) (list prefix and number)**

GER A102

**17b. Test Score(s)**

**17c. Co-requisite(s) (concurrent enrollment required)**

**17d. Other Restriction(s)**

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

**17e. Registration Restriction(s) (non-codable)**

**18. Mark if course has fees**

**19. Justification for Action**

Update Course Description and Course Content Guide to reflect most current GER outcomes.

**Initiator (faculty only)**

Date

**Approved**

Disapproved:

**Dean/Director of School/College**

Date

**Approved**

Disapproved:

**Department Chairperson**

Date

**Approved**

Disapproved:

**Academic Board Chairperson**

Date

**Approved**

Disapproved:

**Curriculum Committee Chairperson**

Date

**Approved**

Disapproved:

**Provost or Designee**

144 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate German I
   C. Course Subject/Number: GER A201
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of German. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs: Required for B.A. degree in Languages with a primary or secondary emphasis in German. Can count toward a minor in German.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: GER A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in German.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in German.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of the German-speaking communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes

Students shall be able to:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates intermediate proficiency in listening in German:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates intermediate proficiency in speaking in German:</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames.</td>
<td></td>
</tr>
<tr>
<td>Expand upon the vocabulary, grammar, and communicative functions acquired in German A102.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates intermediate proficiency in reading in German:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend simple, yet connected discourse relating to generally predictable topics and daily environment.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates intermediate proficiency in writing in German:</td>
<td>Writing samples and tests</td>
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<tr>
<td>Present uncomplicated creative language pertaining to familiar topics or relating to major aspects of life.</td>
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</tr>
<tr>
<td>Demonstrates cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.</td>
<td>Tests</td>
</tr>
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</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in German; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires two semesters of previous study in German.

VII. Course Outline:
A. Listening in German at the intermediate level:
   Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of German A102.
B. Speaking in German at the intermediate level:
   Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of German A102.
C. Reading in German at the intermediate level:
    Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of German A102.

D. Writing in German at the intermediate level:
    Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of German A102.

E. Cultural knowledge of the communities which speak German:
    Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:
   C. Audio-visual resources supplied by the textbook publisher for student lab activities.

IX. Bibliography and Resources:
   K. Lightbown, Patsy M. and Nina Spada. How Languages are Learned. Oxford:
## Curriculum Action Request
### University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
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</table>

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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>GER</td>
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</tr>
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| 6. Complete Course/Program Title | Intermediate German II |

### Abbreviated Title for Transcript (30 character)

**6. Type of Course**
- ☑ Academic
- ☐ Non-credit
- ☐ CEU
- ☐ Professional Development

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<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<td>☐ Change</td>
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<th>11. Implementation Date</th>
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<td>☐ P/NP</td>
<td>To: /9999</td>
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<td>☐ NG</td>
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</table>

**12. Cross Listed with**
- ☑ Cross Listed
- ☐ Stacked

**13. List any programs or college requirements that require this course**
- Required for the B.A. degree in Languages with a primary or secondary emphasis in German. Can count toward a minor in German.

**14. Coordinate with Affected Units**
- UAA Faculty List Serve
- Department, School, or College

**15. General Education Requirement**
- ☑ Oral Communication
- ☑ Written Communication
- ☑ Quantitative Skills
- ☑ Humanities
- ☐ Fine Arts
- ☐ Social Sciences
- ☐ Natural Sciences
- ☐ Integrative Capstone

**16. Course Description**
- Continuation of first semester in intermediate German. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of German. Students interpret diverse cultural perspectives.

**17. Course Prerequisite(s)**
- GER A201

**17b. Test Score(s)**
- 17c. Co-requisite(s) (concurrent enrollment required)

**17d. Other Restriction(s)**
- ☑ College
- ☐ Major
- ☑ Class
- ☐ Level

**17e. Registration Restriction(s) (non-codable)**
- ☑ Class
- ☐ Level

**18. Mark if course has fees**

**19. Justification for Action**
- Update Course Description and Course Content Guide to reflect most current GER outcomes.

---

**Initiator (faculty only)**

**Approved**

**Disapproved:**

**Dean/Director of School/College**

**Approved**

**Disapproved:**

**Department Chairperson**

**Approved**

**Disapproved:**

**Curriculum Committee Chairperson**

**Approved**

**Disapproved:**

**Provost or Designee**
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate German II
   C. Course Subject/Number: GER A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate German. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of German. Students interpret diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in German. Can count toward a minor in German.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: GER A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in German.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in German.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of the German-speaking communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in listening in German: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in German: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in German A201.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in German: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in German A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in German: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in German A201.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in German; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires three semesters of previous study in German.

VII. Course Outline:
A. Listening in German at the intermediate level: Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of German A201.
B. Speaking in German at the intermediate level: Oral communication building upon the vocabulary, grammar, and communicative functions of German A201.
C. Reading in German at the intermediate level:
   Comprehension of simple, yet sustained discourse building upon
   the vocabulary, grammar, and communicative functions of German
   A201.
D. Writing in German at the intermediate level:
   Presentation of creative language building upon the vocabulary, grammar,
   and communicative functions of German A201.
E. Cultural knowledge of the communities which speak German:
   Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:
A. Fritz, Daniela Dorsch, Newton, Stephen L., Daves-Schneider, Lida and Karl
   2000.
   2000.
C. Audio-visual resources supplied by the textbook publisher for student lab
   activities.

IX. Bibliography and Resources:
A. Bean, John C. Engaging Ideas. The Professor’s Guide to Integrating Writing,
   Critical Thinking, and Active Learning in the Classroom. San Francisco:
B. Brown, H.D. Teaching by Principles-An Interactive Approach to Language
D. Cook, V, J. Second Language Learning and Language Teaching. London:
E. Kirk, Delaney J. Taking Back the Classroom: Tips for the College Professor on
F. Gass, Susan and Larry Selinker. Second Language Acquisition: An
G. Johnson, Karen E. Understanding Communication in Second Language
H. Krashen, Stephen. Explorations in Language Acquisition and Use. NH:
I. -----, Principles and Practice in Second Language Acquisition. New
J. Lee, J. and Bill VanPatten. Making Communicative Language Teaching
K. Lightbown, Patsy M. and Nina Spada. How Languages are Learned. Oxford:


### Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>JPN</td>
<td>A101</td>
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<td>(4+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>First Year Japanese I</td>
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#### Abbreviated Title for Transcript (30 character)

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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
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<td>Non-credit</td>
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<td>CEU</td>
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<td>P/NP</td>
<td>To: /9999</td>
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<th>12. Cross Listed with</th>
<th>13. List any programs or college requirements that require this course</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>JPN A101 and JPN A102 are prerequisites for JPN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese and which can count toward a minor in Japanese.</td>
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</table>

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<tr>
<th>14. Coordinate with Affected Units:</th>
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<td>UAA Faculty List Serve</td>
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<td>Department, School, or College</td>
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<th>15. General Education Requirement</th>
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<td>Oral Communication</td>
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<td>Written Communication</td>
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<tr>
<td>Quantitative Skills</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Fine Arts</td>
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<td>Social Sciences</td>
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<td>Integrative Capstone</td>
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</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory course for students with no previous knowledge of the Japanese language. Develops listening, speaking, reading, and writing skills in Japanese for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.</td>
</tr>
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<table>
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<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
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<td>Update Course Description and Course Content Guide to reflect most current GER outcomes; Course Title Change</td>
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**Initiator (faculty only) Date**

---

**Approved Disapproved:**

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

---

**Approved Disapproved:**

**Department Chairperson Date**

---

**Approved Disapproved:**

**Undergraduate or Graduate Academic Board Chairperson Date**

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**Approved Disapproved:**

**Provost or Designee Date**

---

**Approved Disapproved:**

**Curriculum Committee Chairperson Date**

---

**Approved Disapproved:**

**154 Date**
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: First Year Japanese I
   C. Course Subject/Number: JPN A101
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of the Japanese language. Develops listening, speaking, reading, and writing skills in Japanese for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      JPN A101 and JPN A102 are prerequisites for JPN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese and which can count toward a minor in Japanese.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Japanese.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Japanese.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes
Students shall be able to:

<table>
<thead>
<tr>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates first year proficiency in listening in Japanese: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
</tr>
<tr>
<td>Demonstrates first year proficiency in speaking in Japanese: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
</tr>
<tr>
<td>Demonstrates first year proficiency in reading in Japanese: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
</tr>
<tr>
<td>Demonstrates first year proficiency in writing in Japanese: Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.</td>
</tr>
<tr>
<td>Demonstrates cultural knowledge of topics addressed.</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Japanese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Japanese.

VII. Course Outline:
A. Listening in Japanese at the first year level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
B. Speaking in Japanese at the first year level:
   Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
C. Reading in Japanese at the first year level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
D. Writing in Japanese at the first year level:
   Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.
E. Cultural knowledge of the communities which speak Japanese:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to Japan.
VIII. Texts currently approved:

IX. Bibliography and Resources:
Q. *中上級を教える人のための日本語文法ハンドブック*.


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<th>1a. School or College</th>
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<th>1b. Division</th>
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<th>1c. Department</th>
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<td></td>
<td>5a. Contact Hours</td>
<td>(Lecture + Lab)</td>
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<td>6. Complete Course/Program Title</td>
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<td>7. Type of Course</td>
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<td>8. Type of Action</td>
<td>Prefix</td>
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<td>□ Course</td>
<td>□ Program</td>
<td>□ Course Number</td>
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<tr>
<td>11. Implementation Date</td>
<td>semester/year</td>
<td>From:</td>
<td>Spring/2008</td>
<td>To:</td>
<td>9999</td>
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<td>12. Cross Listed with</td>
<td>□ Stacked</td>
<td>with</td>
<td>□ Cross-Listed Coordination Signature</td>
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<td></td>
</tr>
<tr>
<td>13. List any programs or college requirements that require this course</td>
<td>JPN A101 and JPN A102 are prerequisites for JPN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese and which can count toward a minor in Japanese.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>14. Coordinate with Affected Units:</td>
<td>UAA Faculty List Serve</td>
<td>Department, School, or College</td>
<td>Initiator Signature</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>15. □ General Education Requirement</td>
<td>□ Oral Communication</td>
<td>□ Written Communication</td>
<td>□ Quantitative Skills</td>
<td>□ Humanities</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>16. Course Description</td>
<td>Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Japanese for effective communication. Enhances appreciation of cross-cultural perspectives.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>18. □ Mark if course has fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Justification for Action</td>
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</tbody>
</table>

**Curriculum Action Request**

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

---

**Initiator (faculty only):**

**Date:**

**Approved:**

**Disapproved:**

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

**Date:**

**Approved:**

**Disapproved:**

**Department Chairperson:**

**Date:**

**Approved:**

**Disapproved:**

**Undergraduate or Graduate Academic Board Chairperson:**

**Date:**

**Approved:**

**Disapproved:**

**Provost or Designee:**

**Date:** 159
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: First Year Japanese II
   C. Course Subject/Number: JPN A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Japanese for effective communication. Enhances appreciation of cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      JPN A101 and JPN A102 are prerequisites for JPN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese and which can count toward a minor in Japanese.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: JPN A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Japanese.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in Japanese.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
Student Outcomes
Students will be able to:

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<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
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<tbody>
<tr>
<td>Demonstrate first year proficiency in listening in Japanese:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and complete sentences built upon the vocabulary,</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in speaking in Japanese:</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Communicate using memorized words, phrases, and expressions built upon the</td>
<td></td>
</tr>
<tr>
<td>Demonstrate first year proficiency in reading in Japanese:</td>
<td>Tests</td>
</tr>
<tr>
<td>Comprehend words, phrases, and complete sentences built upon the vocabulary,</td>
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<td>Demonstrate first year proficiency in writing in Japanese:</td>
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<tr>
<td>upon the vocabulary, grammar, and communicative functions acquired in Japanese</td>
<td></td>
</tr>
<tr>
<td>A101.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Japanese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in Japanese.

VII. Course Outline:
A. Listening in Japanese at the first year level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Japanese A101.
B. Speaking in Japanese at the first year level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of Japanese A101.
C. Reading in Japanese at the first year level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Japanese A101.
D. Writing in Japanese at the first year level:
   Presentation of memorized expressions and personalized re-combinations
   building upon the vocabulary, grammar, and communicative functions of

E. Cultural knowledge of the communities which speak Japanese:
   Enhanced appreciation of cross-cultural perspectives building upon

VIII. Texts currently approved:
   B) Minna no Nihongo I: Translation & Grammatical Notes. Tokyo: 3A
   G) Minna no Nihongo CD. Tokyo: 3A Corporation (Optional).

IX. Bibliography and Resources:
   A. Bean, John C. Engaging Ideas. The Professor’s Guide to Integrating Writing,
      Critical Thinking, and Active Learning in the Classroom. San Francisco:
   B. Brown, H.D. Teaching by Principles-An Interactive Approach to Language
   D. Cook, V, J. Second Language Learning and Language Teaching. London:
   F. Kirk, Delaney J. Taking Back the Classroom: Tips for the College Professor on
   G. Gass, Susan and Larry Selinker. Second Language Acquisition: An
   H. Johnson, Karen E. Understanding Communication in Second Language
   I. Krashen, Stephen. Explorations in Language Acquisition and Use.
   J. _____________. Principles and Practice in Second Language Acquisition.
   K. Lee, J. and Bill VanPatten. Making Communicative Language Teaching
   L. Lightbown, Patsy M. and Nina Spada. How Languages are Learned. Oxford:
   M. Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. The Heinle Professional
      Series in Language Instruction. Teaching with Technology. Boston:


## Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN</td>
<td>A201</td>
<td></td>
<td>4</td>
<td>(4+0)</td>
</tr>
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</table>

### 6. Complete Course/Program Title

**Second Year Japanese I**

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
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<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
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<tr>
<th>8. Type of Action</th>
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<th>Delete</th>
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<table>
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<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<table>
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<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
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<tr>
<td>From: Spring/2008</td>
<td>To: /9999</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>Stacked with</th>
</tr>
</thead>
</table>

### 13. List any programs or college requirements that require this course

Required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese. Can count toward a minor in Japanese.

### 14. Coordinate with Affected Units:

UAA Faculty List Serve

**Department, School, or College**

Initiator Signature Date

### 15. General Education Requirement

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

### 16. Course Description

Intermediate course for students with basic knowledge of Japanese. Enhances listening, speaking, reading, and writing skills for effective communication at the second year level. Students critically examine diverse cultural perspectives.

### 17a. Course Prerequisite(s) (list prefix and number)

JPN A102

### 17b. Test Score(s)

### 17c. Co-requisite(s) (concurrent enrollment required)

### 17d. Other Restriction(s)

[ ] College [ ] Major [ ] Class [ ] Level

### 17e. Registration Restriction(s) (non-codable)

### 18. Mark if course has fees

### 19. Justification for Action

Update Course Description and Course Content Guide to reflect most current GER outcomes; Course Title Change

---

Initiator (faculty only) Date

Approved Disapproved: Dean/Director of School/College Date

Approved Disapproved: Department Chairperson Date

Approved Disapproved: Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved: Provost or Designee Date
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Second Year Japanese I
   C. Course Subject/Number: JPN A201
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of Japanese. Enhances listening, speaking, reading, and writing skills for effective communication at the second year level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Japanese. Can count toward a minor in Japanese.
   I. Course Attributes:
      Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: JPN A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Japanese.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in Japanese.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of Japan acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students shall be able to:**

<table>
<thead>
<tr>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
</tr>
<tr>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Tests</td>
</tr>
<tr>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Tests</td>
</tr>
</tbody>
</table>

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in Japanese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in Japanese.

### VII. Course Outline:

A. **Listening in Japanese at the second year level:**

   - Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of Japanese A102.

B. **Speaking in Japanese at the second year level:**

   - Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of Japanese A102.

C. **Reading in Japanese at the second year level:**
Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of Japanese A102.

D. Writing in Japanese at the second year level:
Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of Japanese A102.

E. Cultural knowledge of the communities which speak Japanese:
Critical examination of diverse cultural perspectives.

VIII. Texts currently approved:
G) Minna no Nihongo CD. Tokyo: 3A Corporation (Optional).

IX. Bibliography and Resources:


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

1a. School or College  
AS CAS

1b. Division  
AHUM Division of Humanities

1c. Department  
LANGUAGES

2. Course Prefix  JPN

3. Course Number  A202

4. Previous Course Prefix & Number

5a. Credits/CEU  4

5b. Contact Hours (Lecture + Lab)  (4+0)

6. Complete Course/Program Title  
Second Year Japanese II

Abbreviated Title for Transcript (30 character)

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

8. Type of Action  
☐ Add  ☒ Change  ☐ Delete

☐ Prefix  ☐ Credits  ☒ Title
☐ Course Description  ☐ Test Score Prerequisites  ☐ Other Restrictions
☐ Class  ☐ College  ☐ Level  ☐ Major
☐ Other Course Content Guide

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
From: Spring/2008  To: /9999

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

13. List any programs or college requirements that require this course
Required for the B.A. degree in Languages with a primary or secondary emphasis in Japanese. Can count toward a minor in Japanese.

14. Coordinate with Affected Units:  
UAA Faculty List Serve  
Department, School, or College

Initiator Signature  Date

15. ☒ General Education Requirement
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☒ Humanities
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)  
JPN A201

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)
☐ College  ☐ Major  ☐ Class  ☐ Level

17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
Update Course Description and Course Content Guide to reflect most current GER outcomes; Course Title Change

Initiator (faculty only)  Date

Approved  Disapproved:

Dean/Director of School/College  Date

Approved  Disapproved:

Department Chairperson  Date

Approved  Disapproved:

Undergraduate or Graduate Academic Board Chairperson  Date

Approved  Disapproved:

Provost or Designee  169 Date
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Second Year Japanese II
   C. Course Subject/Number: JPN A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in second year Japanese. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Japanese. Students interpret diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Japanese. Can count toward a minor in Japanese.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: JPN A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Japanese.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in Japanese.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of Japan acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students shall be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate second year proficiency in listening in Japanese: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate second year proficiency in speaking in Japanese: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in Japanese A201.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate second year proficiency in reading in Japanese: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Japanese A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate second year proficiency in writing in Japanese: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Japanese A201.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Japanese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires three semesters of previous study in Japanese.

VII. Course Outline:
A. Listening in Japanese at the second year level:
   Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Japanese A201.
B. Speaking in Japanese at the second year level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of Japanese A201.
C. Reading in Japanese at the second year level:
   Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Japanese A201.
D. Writing in Japanese at the second year level:
   Presentation of creative language building upon the vocabulary, grammar,
   and communicative functions of Japanese A201.
E. Cultural knowledge of the communities which speak Japanese:
   Interpretation of diverse cultural perspectives.

VIII. Texts currently approved:
   B) Minna no Nihongo II: Translation & Grammatical Notes. Tokyo: 3A
   G) Minna no Nihongo CD. Tokyo: 3A Corporation, Japan (Optional)

IX. Bibliography and Resources:
   A. Bean, John C. Engaging Ideas. The Professor’s Guide to Integrating Writing,
      Critical/Thinking, and Active Learning in the Classroom. San Francisco:
   B. Brown, H.D. Teaching by Principles-An Interactive Approach to Language
   D. Cook, V, J. Second Language Learning and Language Teaching.
   F. Harada, Hiroko. Aspects of Post-War German and Japanese Drama (1945-
   G. Japan at a Glance for Young Adults. Tokyo: Kodansha International Ltd.
      2003.
   H. Kwwnw, Donald. Modern Japanese Literature. New York: Grove Press,
      1956.
   I. Kirk, Delaney J. Taking Back the Classroom: Tips for the College Professor
   J. Gass, Susan and Larry Selinker. Second Language Acquisition: An
   K. Johnson, Karen E. Understanding Communication in Second Language
   L. Krashen, Stephen. Explorations in Language Acquisition and Use.
   M. __________. Principles and Practice in Second Language Acquisition.
   N. Lee, J. and Bill VanPatten. Making Communicative Language Teaching
   O. Lightbown, Patsy M. and Nina Spada. How Languages are Learned. Oxford:


## Curriculum Action Request

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

### 1. School or College
- AS CAS

### 2. Course Prefix
- RUSS

### 3. Course Number
- A101

### 4. Previous Course Prefix & Number

### 5. Credits/CEU
- 4

### 6. Complete Course/Program Title
- **Elementary Russian I**

### 7. Type of Course
- **Academic**

### 8. Type of Action
- **Add**

### 9. Repeat Status
- No

### 10. Grading Basis
- **A-F**

### 11. Implementation Date
- From: Spring/2008  
  To: /9999

### 13. List any programs or college requirements that require this course
- RUSS A101 and RUSS A102 are prerequisites for RUSS A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Russian and which can count toward a minor in Russian.

### 14. Coordinate with Affected Units
- UAA Faculty List Serve

### 15. General Education Requirement
- **Humanities**

### 16. Course Description
- Introductory course for students with no previous knowledge of the Russian language. Develops listening, speaking, reading, and writing skills in Russian for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

### 17. Other Restriction(s)
- **College**  
  **Major**  
  **Class**  
  **Level**

### 18. Mark if course has fees
- **Yes**

### 19. Justification for Action
- Update Course Description and Course Content Guide to reflect most current GER outcomes.

---

**Initiator (faculty only)**

**Dean/Director of School/College**

**Department Chairperson**

**Academic Board Chairperson**

**Provost or Designee**

**Date**

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**Approved**

**Disapproved**

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**Approved**

**Disapproved**

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**Approved**

**Disapproved**

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**Approved**

**Disapproved**

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**Approved**

**Disapproved**

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**Approved**

**Disapproved**

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**Approved**

**Disapproved**

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I. Initiation Date: Spring 2008

II. Course Information:
   A. College  College of Arts & Sciences
   B. Course Title: Elementary Russian I
   C. Course Subject/Number: RUSS A101
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of the Russian language. Develops listening, speaking, reading, and writing skills in Russian for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      RUSS A101 and RUSS A102 are prerequisites for RUSS A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Russian and which can count toward a minor in Russian.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Russian.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Russian.
      3) Develop approaches to heighten awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students shall be able to:**

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<td>Writing samples and tests</td>
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<td>Tests</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate elementary proficiency in listening in Russian: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in Russian: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in Russian: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in Russian: Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

### IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Russian; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Russian.

### VII. Course Outline:

A. **Listening in Russian at the elementary level:**
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

B. **Speaking in Russian at the elementary level:**
   Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.

C. **Reading in Russian at the elementary level:**
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

D. **Writing in Russian at the elementary level:**
   Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.

E. **Cultural knowledge of the communities which speak Russian:**
   Basic understanding and appreciation of cross-cultural perspectives as they relate to Russian-speaking communities.
VIII. Recommended Texts:
A. Course Textbook/Laboratory Manual/Audio Program:

B. Optional Supplemental Materials:

IX. Bibliography and Resources:
Russian:

General:


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

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<th>2. Course Prefix</th>
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<th>5. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>RUSS</td>
<td>A102</td>
<td></td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course/Program Title
**Elementary Russian II**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course
- [ ] Academic
- [x] Non-credit
- [ ] CEU
- [x] Professional Development

### 8. Type of Action
- [x] Course
- [ ] Program

### 9. Repeat Status No

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

### 11. Implementation Date
- From: Spring/2008
- To: /9999

### 12. Cross Listed with

### 13. List any programs or college requirements that require this course
RUSS A101 and RUSS A102 are prerequisites for RUSS A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Russian and which can count toward a minor in Russian.

### 14. Coordinate with Affected Units:
- UAA Faculty List Serve
- Department, School, or College

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

### 16. Course Description
Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Russian for effective communication. Enhances appreciation of cross-cultural perspectives.

### 17a. Course Prerequisite(s) (list prefix and number)
- RUSS A101

### 17b. Test Score(s)

### 17c. Co-requisite(s) (concurrent enrollment required)

### 17d. Other Restriction(s)

### 17e. Registration Restriction(s) (non-codable)

### 18. Mark if course has fees

### 19. Justification for Action
Update Course Description and Course Content Guide to reflect most current GER outcomes.

---

**Approved**
Initiator (faculty only)

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

---

**Approved**
Department Chairperson

**Disapproved**

---

**Approved**
Academic Board Chairperson

**Disapproved**

---

**Approved**
Provost or Designee

179 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary Russian II
   C. Course Subject/Number: RUSS A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Russian for effective communication. Enhances appreciation of cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      RUSS A101 and RUSS A102 are prerequisites for RUSS A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Russian and which can count toward a minor in Russian.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: RUSS A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Russian.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in Russian.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes
**Students shall be able to:**

<table>
<thead>
<tr>
<th>Demonstrate elementary proficiency in listening in Russian: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in Russian A101.</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate elementary proficiency in speaking in Russian: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in Russian A101.</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews and dialogues</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate elementary proficiency in reading in Russian: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in Russian A101.</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate elementary proficiency in writing in Russian: Present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in Russian A101.</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing samples and tests</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate cultural knowledge of new topics addressed.</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Russian; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in Russian.

### VII. Course Outline:
A. Listening in Russian at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Russian A101.

B. Speaking in Russian at the elementary level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of Russian A101.

C. Reading in Russian at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Russian A101.

D. Writing in Russian at the elementary level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of Russian A101.

E. Cultural knowledge of the communities which speak Russian:
Enhanced appreciation of cross-cultural perspectives building upon topics addressed in Russian A101.

VIII. Recommended Texts:
A. Course Textbook/Laboratory Manual/Audio Program:

B. Optional Supplemental Materials:

IX. Bibliography and Resources:
Russian:

General:


### Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>LANGUAGES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS</td>
<td>A201</td>
<td></td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

6. Complete Course/Program Title

**Intermediate Russian I**

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td># of Repeats</td>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>Non-credit</td>
<td>Change</td>
<td>Max Credits</td>
<td>P/NP</td>
<td>From: Spring/2008</td>
</tr>
<tr>
<td>CEU</td>
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<td>NG</td>
<td>To: /9999</td>
</tr>
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</table>

12. Cross Listed with

<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for the B.A. degree in Languages with a primary or secondary emphasis in Russian. Can count toward a minor in Russian.</td>
</tr>
</tbody>
</table>

14. Coordinate with Affected Units: UAA Faculty List Serve

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>Intermediate course for students with basic knowledge of Russian. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.</td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td></td>
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<tr>
<td>Humanities</td>
<td></td>
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<tr>
<td>Fine Arts</td>
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<tr>
<td>Social Sciences</td>
<td></td>
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<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Integrative Capstone</td>
<td></td>
</tr>
</tbody>
</table>

17a. Course Prerequisite(s) (list prefix and number)

RUSS A102

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)

17e. Registration Restriction(s) (non-codable)

18. Mark if course has fees

19. Justification for Action

Update Course Description and Course Content Guide to reflect most current GER outcomes.

---

Initiator (faculty only) Date

Approved Disapproved

Dean/Director of School/College Date

Approved Disapproved

Department Chairperson Date

Approved Disapproved

Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved

Provost or Designee Date
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate Russian I
   C. Course Subject/Number: RUSS A201
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of Russian. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs: Required for B.A. degree in Languages with a primary or secondary emphasis in Russian. Can count toward a minor in Russian.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: RUSS A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Russian.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in Russian.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of the Russian-speaking communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
### Student Outcomes

**Students shall be able to:**

<table>
<thead>
<tr>
<th>Demonstrate intermediate proficiency in listening in Russian: Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate intermediate proficiency in speaking in Russian: Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in Russian A102.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in Russian: Comprehend simple, yet connected discourse relating to generally predictable topics and daily environment.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in Russian: Present uncomplicated creative language pertaining to familiar topics or relating to major aspects of life.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

### V. Methods of Assessment:

A student’s grade will be based upon individual performance in class-session preparedness and participation in Russian; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

### VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in Russian.

### VII. Course Outline:

A. Listening in Russian at the intermediate level:

Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of Russian A102.

B. Speaking in Russian at the intermediate level:

Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of Russian A102.
C. Reading in Russian at the intermediate level:
Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of Russian A102.

D. Writing in Russian at the intermediate level:
Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of Russian A102.

E. Cultural knowledge of the communities which speak Russian:
Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:
A. Course Textbook/Laboratory Manual/Audio Program:

B. Optional Supplemental Materials:


IX. Bibliography and Resources:
Russian:


General:
A. Bean, John C. *Engaging Ideas. The Professor’s Guide to Integrating Writing,*


<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>2. Course Prefix</th>
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<th>4. Previous Course Prefix &amp; Number</th>
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<tr>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>Intermediate Russian II</td>
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<table>
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<tr>
<th>7. Type of Course</th>
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<td>Academic □</td>
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<td>CEU □</td>
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<th>8. Type of Action</th>
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<th>Max Credits</th>
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<tr>
<th>10. Grading Basis</th>
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<td>A-F □</td>
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<td>P/NP □</td>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
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<tbody>
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<td>semester/year</td>
</tr>
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<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
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<tbody>
<tr>
<td>Stacked □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for the B.A. degree in Languages with a primary or secondary emphasis in Russian. Can count toward a minor in Russian.</td>
</tr>
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<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA Faculty List Serve</td>
</tr>
<tr>
<td>Department, School, or College</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Initiator Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication □</td>
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</tr>
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<td>Quantitative Skills □</td>
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<td>Natural Sciences □</td>
</tr>
<tr>
<td>Integrative Capstone □</td>
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</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of first semester in intermediate Russian. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Russian. Students interpret diverse cultural perspectives.</td>
</tr>
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<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
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<tbody>
<tr>
<td>RUSS A201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17b. Test Score(s)</th>
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</thead>
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<table>
<thead>
<tr>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College □</td>
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<tr>
<td>Major □</td>
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<tr>
<td>Class □</td>
</tr>
<tr>
<td>Level □</td>
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<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Course Description and Course Content Guide to reflect most current GER outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Initiator (faculty only)</th>
<th>Date</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>21. Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<table>
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<th>22. Department Chairperson</th>
<th>Date</th>
</tr>
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<table>
<thead>
<tr>
<th>23. Undergraduate or Graduate Academic Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td>Disapproved</td>
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<table>
<thead>
<tr>
<th>24. Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td>Disapproved</td>
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<table>
<thead>
<tr>
<th>25. Curriculum Committee Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td>Disapproved</td>
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<table>
<thead>
<tr>
<th>26. Provost or Designee</th>
<th>Date</th>
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</thead>
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<tr>
<td>Disapproved</td>
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</tr>
</tbody>
</table>

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UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE 

I. Initiation Date:  Spring 2008

II. Course Information: 
   A. College:  College of Arts & Sciences  
   B. Course Title:  Intermediate Russian II  
   C. Course Subject/Number:  RUSS A202  
   D. Credit Hours:  4.0  
   E. Contact Time:  4 + 0 hours per week  
   F. Grading Information:  A-F  
   G. Course Description:  Continuation of first semester in intermediate Russian. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Russian. Students interpret diverse cultural perspectives.  
   H. Status of course relative to degree or certificate programs:  Required for B.A. degree in Languages with a primary or secondary emphasis in Russian. Can count toward a minor in Russian.  
   I. Course Attributes:  Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.  
   J. Lab Fees:  Yes  
   K. Coordination:  UAA Faculty List Serve  
   L. Course Prerequisite:  RUSS A201  
   M. Registration Restriction:  None

III. Instructional Goals and Defined Outcomes:  
   A. Instructional Goals:  The instructor will:  
      1) Conduct the class in Russian.  
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in Russian.  
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of the Russian-speaking communities acquire value and significance.  
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate intermediate proficiency in listening in Russian:</strong> Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A201.</td>
<td>Tests</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in speaking in Russian:</strong> Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in Russian A201.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in reading in Russian:</strong> Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Russian A201.</td>
<td>Tests</td>
</tr>
<tr>
<td><strong>Demonstrate intermediate proficiency in writing in Russian:</strong> Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Russian A201.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td><strong>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</strong></td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Russian; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires three semesters of previous study in Russian.

VII. Course Outline:
A. Listening in Russian at the intermediate level:
Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Russian A201.

B. Speaking in Russian at the intermediate level:
Oral communication building upon the vocabulary, grammar, and communicative functions of Russian A201.
C. Reading in Russian at the intermediate level:
Comprehension of simple, yet sustained discourse building upon
the vocabulary, grammar, and communicative functions of Russian
A201.

D. Writing in Russian at the intermediate level:
Presentation of creative language building upon the vocabulary, grammar,
and communicative functions of Russian A201.

E. Cultural knowledge of the communities which speak Russian:
Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:
A. Course Textbook/Laboratory Manual/Audio Program:
Nummikoski, Marita. *Troika: A Communicative Approach to Russian Language,

B. Optional Supplemental Materials:


<http://russnet.org/>.

Thompson, Della, ed. *Oxford Beginners Russian Dictionary*. Oxford University

University of Alaska Anchorage Russian Program, *Supplemental Audio
Recordings to Troika: A Communicative Approach to Russian Language,


IX. Bibliography and Resources:
Russian:
A. “ACTFL Russian Proficiency Guidelines.” *Foreign Language Annals: The
Journal of the American Council on the Teaching of Foreign Languages*.

B. Kagan, Olga and Benjamin Rifkin, eds. *The Learning and Teaching of Slavic

C. Merrill, Peter, Maria Lekic, James Levine and Olga Kagan. *Russian
Programs in the United States: A Language Learning Framework for
Secondary and Post-Secondary Education*. Washington, DC: The
American Council of Language Teachers of Russian, 1997. 12 March

General:
A. Bean, John C. *Engaging Ideas. The Professor’s Guide to Integrating Writing,
Critical Thinking, and Active Learning in the Classroom*. San Francisco:


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<th>1a. School or College</th>
<th>AS CAS</th>
<th>1b. Division</th>
<th>AHUM Division of Humanities</th>
<th>1c. Department</th>
<th>LANGUAGES</th>
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6. Complete Course/Program Title
Elementary Spanish I

Abbreviated Title for Transcript (30 character)

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<th>CEU</th>
<th>Professional Development</th>
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8. Type of Action
☐ Add
☒ Change
☐ Delete

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

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<th>9. Repeat Status No</th>
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10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: Spring/2008
To: /9999

12. ☐ Cross Listed with
☐ Stacked with

☐ Other Course Content Guide

13. List any programs or college requirements that require this course
SPAN A101 and SPAN A102 are prerequisites for SPAN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish and which can count toward a minor in Spanish.

14. Coordinate with Affected Units
UAA Faculty List Serve
Department, School, or College

Initiator Signature
Date

15. ☒ General Education Requirement
☐ Oral Communication
☐ Written Communication
☐ Quantitative Skills
☐ Humanities
☐ Fine Arts
☐ Social Sciences
☐ Natural Sciences
☐ Integrative Capstone

16. Course Description
Introductory course for students with no previous knowledge of the Spanish language. Develops listening, speaking, reading, and writing skills in Spanish for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.

17a. Course Prerequisite(s) (list prefix and number)
17b. Test Score(s)
17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)
☐ College
☐ Major
☐ Class
☐ Level

17e. Registration Restriction(s) (non-codable)

18. ☒ Mark if course has fees

19. Justification for Action
Update Course Description and Course Content Guide to reflect most current GER outcomes.

---

Approved
Disapproved:

Initiator (faculty only)
Date

Approved
Disapproved:
Dean/Director of School/College
Date

Approved
Disapproved:
Department Chairperson
Date

Approved
Disapproved:
Undergraduate or Graduate Academic Board Chairperson
Date

Approved
Disapproved:
Curriculum Committee Chairperson
Date

Approved
Disapproved:
Provost or Designee
Date
I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary Spanish I
   C. Course Subject/Number: SPAN A101
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Introductory course for students with no previous knowledge of the Spanish language. Develops listening, speaking, reading, and writing skills in Spanish for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      SPAN A101 and SPAN A102 are prerequisites for SPAN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish and which can count toward a minor in Spanish.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: None
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Spanish.
      2) Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Spanish.
      3) Develop approaches to heighten awareness of diverse cultural practices.
   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shall be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in listening in Spanish: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in speaking in Spanish: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in reading in Spanish: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate elementary proficiency in writing in Spanish: Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Spanish; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Spanish.

VII. Course Outline:
A. Listening in Spanish at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
B. Speaking in Spanish at the elementary level:
   Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
C. Reading in Spanish at the elementary level:
   Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
D. Writing in Spanish at the elementary level:
   Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.
E. Cultural knowledge of the communities which speak Spanish:
   Basic understanding and appreciation of cross-cultural perspectives as they relate to Spanish-speaking communities.
VIII. Recommended Texts:

A. Course Textbook:

B. Course Laboratory Manual/Multimedia Program

C. Optional Supplemental Material:

IX. Bibliography and Resources:

N. Omaggio-Hadley, Alice. Teaching Language in Context. Boston: Heinle and
### Curriculum Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<tr>
<th>6. Complete Course/Program Title</th>
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<td>Elementary Spanish II</td>
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Abbreviated Title for Transcript (30 character)

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<th>13. List any programs or college requirements that require this course</th>
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<td>SPAN A101 and SPAN A102 are prerequisites for SPAN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish and which can count toward a minor in Spanish.</td>
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<th>15. General Education Requirement</th>
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<th>16. Course Description</th>
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<td>Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Spanish for effective communication. Enhances appreciation of cross-cultural perspectives.</td>
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<td>Update Course Description and Course Content Guide to reflect most current GER outcomes.</td>
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**Initiator (faculty only)**

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| Date | Disapproved:
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<th>Academic Board Chairperson</th>
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I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Elementary Spanish II
   C. Course Subject/Number: SPAN A102
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Spanish for effective communication. Enhances appreciation of cross-cultural perspectives.

   H. Status of course relative to degree or certificate programs:
   SPAN A101 and SPAN A102 are prerequisites for SPAN A201, which is required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish and which can count toward a minor in Spanish.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: SPAN A101
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Spanish.
      2) Create course assignments and class activities which continue to develop student listening, speaking, reading, and writing skills in Spanish.
      3) Develop approaches to broaden awareness of diverse cultural practices.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates elementary proficiency in listening in Spanish: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in Spanish A101.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrates elementary proficiency in speaking in Spanish: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in Spanish A101.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrates elementary proficiency in reading in Spanish: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in Spanish A101.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrates elementary proficiency in writing in Spanish: Present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in Spanish A101.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrates cultural knowledge of new topics addressed.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Spanish; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 100-level because it requires one semester of previous study in Spanish.

VII. Course Outline:
A. Listening in Spanish at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Spanish A101.
B. Speaking in Spanish at the elementary level:
   Oral communication building upon the vocabulary, grammar, and communicative functions of Spanish A101.
C. Reading in Spanish at the elementary level:
   Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Spanish A101.
D. Writing in Spanish at the elementary level:
Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of Spanish A101.

E. Cultural knowledge of the communities which speak Spanish:
Enhanced appreciation of cross-cultural perspectives building upon topics addressed in Spanish A101.

VIII. Recommended Texts:
A. Course Textbook:
   Jarvis, Ana C., Raquel Lebredo and Francisco Mena-Ayllón.  8th edition.

B. Course Laboratory Manual/Multimedia Program:

C. Optional Supplemental Material:

IX. Bibliography and Resources:


L. Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. The Heinle Professional


### Curriculum Action Request

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

#### 1a. School or College

AS CAS

#### 1b. Division

AHUM Division of Humanities

#### 1c. Department

LANGUAGES

#### 2. Course Prefix

SPAN

#### 3. Course Number

A201

#### 4. Previous Course Prefix & Number


#### 5. Credits/CEU

4

#### 5a. Contact Hours

(Lecture + Lab)

#### 5b. Contact Hours

(4+0)

#### 6. Complete Course/Program Title

Intermediate Spanish I

#### 7. Type of Course

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

#### 8. Type of Action

- [ ] Course
- [ ] Program
- [ ] Add
- [ ] Change
- [ ] Delete

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] Course Number
- [ ] Other Restrictions
- [ ] Class
- [ ] Major
- [ ] Level
- [ ] Title
- [ ] Repeat Status
- [ ] CEU
- [ ] Professional Development
- [ ] Mobility

#### 9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

#### 10. Grading Basis

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

#### 11. Implementation Date

From: Spring/2008
To: /9999

#### 12. Cross Listed with

Stacked with

Cross-Listed Coordination Signature

#### 13. List any programs or college requirements that require this course

- Required for the B.A. degree in Languages with a primary or secondary emphasis in Spanish.
- Can count toward a minor in Spanish.

#### 14. Coordinate with Affected Units:

- UAA Faculty List Serve
- Department, School, or College

Initiator Signature Date

#### 15. General Education Requirement

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

#### 16. Course Description

Intermediate course for students with basic knowledge of Spanish. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.

#### 17a. Course Prerequisite(s) (list prefix and number)

SPAN A102

#### 17b. Test Score(s)


#### 17c. Co-requisite(s) (concurrent enrollment required)


#### 17d. Other Restriction(s)

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

#### 17e. Registration Restriction(s) (non-codable)


#### 18. Mark if course has fees


#### 19. Justification for Action

Update Course Description and Course Content Guide to reflect most current GER outcomes.

---

Initiator (faculty only) Date

---

Approved Disapproved:

Dean/Director of School/College Date

---

Approved Disapproved:

Department Chairperson Date

---

Approved Disapproved:

Academic Board Chairperson Date

---

Approved Disapproved:

Provost or Designee Date
I. Initiation Date: Spring 2008

II. Course Information:
   A. College          College of Arts & Sciences
   B. Course Title:    Intermediate Spanish I
   C. Course Subject/Number: SPAN A201
   D. Credit Hours:    4.0
   E. Contact Time:    4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Intermediate course for students with basic knowledge of Spanish. Enhances listening, speaking, reading, and writing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives.

   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Spanish. Can count toward a minor in Spanish.

   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.

   J. Lab Fees:         Yes
   K. Coordination:     UAA Faculty List Serve
   L. Course Prerequisite: SPAN A102
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. Instructional Goals: The instructor will:
      1) Conduct the class in Spanish.
      2) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in Spanish.
      3) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of the Spanish-speaking communities acquire value and significance.
      4) Provide tools with which students can examine critically the values, customs, and institutions that differ from their own.

   B. Defined Outcomes: Students shall be able to comprehend and communicate effectively within the following contexts and formats:
<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shall be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in listening in Spanish: Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in Spanish: Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in Spanish A102.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in Spanish: Comprehend simple, yet connected discourse relating to generally predictable topics and daily environment.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in Spanish: Present uncomplicated creative language pertaining to familiar topics or relating to major aspects of life.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Spanish; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires two semesters of previous study in Spanish.

VII. Course Outline:
A. Listening in Spanish at the intermediate level:
   Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of Spanish A102.

B. Speaking in Spanish at the intermediate level:
   Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of Spanish A102.
C. Reading in Spanish at the intermediate level:
Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of Spanish A102.

D. Writing in Spanish at the intermediate level:
Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of Spanish A102.

E. Cultural knowledge of the communities which speak Spanish:
Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:
A. Course Textbook:

B. Course Laboratory Manual/Multimedia Program:

-----.

C. Optional Supplemental Material:

IX. Bibliography and Resources:


I. -----.
*Principles and Practice in Second Language Acquisition*. New
# Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
<thead>
<tr>
<th>1. <strong>School or College</strong></th>
<th>2. <strong>Course Prefix</strong></th>
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<td>A202</td>
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## Course Details

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

**Intermediate Spanish II**

### Course Information

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<td>A-F</td>
</tr>
<tr>
<td>Implementation Date</td>
<td>From: Spring/2008 To: /9999</td>
</tr>
</tbody>
</table>

### Course Description

Continuation of first semester in intermediate Spanish. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Spanish. Students interpret diverse cultural perspectives.

### Prerequisites

- **Course Prerequisite(s) (list prefix and number)**: SPAN A201
- **Test Score(s)**
- **Co-requisite(s) (concurrent enrollment required)**
- **Other Restriction(s)**

### Registration Restrictions

- **Mark if course has fees**

### Justification for Action

Update Course Description and Course Content Guide to reflect most current GER outcomes.

### Approval Signatures

- **Initiator (faculty only)**: Date
- **Dean/Director of School/College**: Date
- **Department Chairperson**: Date
- **Undergraduate or Graduate Academic Board Chairperson**: Date
- **Curriculum Committee Chairperson**: Date
- **Provost or Designee**: 209 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Spring 2008

II. Course Information:
   A. College: College of Arts & Sciences
   B. Course Title: Intermediate Spanish II
   C. Course Subject/Number: SPAN A202
   D. Credit Hours: 4.0
   E. Contact Time: 4 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Continuation of first semester in intermediate Spanish. Further develops listening, speaking, reading, and writing proficiency for effective communication and in preparation for advanced study of Spanish. Students interpret diverse cultural perspectives.
   H. Status of course relative to degree or certificate programs:
      Required for B.A. degree in Languages with a primary or secondary emphasis in Spanish. Can count toward a minor in Spanish.
   I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
   J. Lab Fees: Yes
   K. Coordination: UAA Faculty List Serve
   L. Course Prerequisite: SPAN A201
   M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:
   A. **Instructional Goals:** The instructor will:
      1) Conduct the class in Spanish.
      2) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in Spanish.
      3) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of the Spanish-speaking communities acquire value and significance.
      4) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.
B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students shall be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in listening in Spanish: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in speaking in Spanish: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in Spanish A201.</td>
<td>Interviews and dialogues</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in reading in Spanish: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in Spanish A201.</td>
<td>Tests</td>
</tr>
<tr>
<td>Demonstrate intermediate proficiency in writing in Spanish: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in Spanish A201.</td>
<td>Writing samples and tests</td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:
A student’s grade will be based upon individual performance in class-session preparedness and participation in Spanish; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:
This class is appropriate at the 200-level because it requires three semesters of previous study in Spanish.

VII. Course Outline:
A. Listening in Spanish at the intermediate level: Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of Spanish A201.
B. Speaking in Spanish at the intermediate level: Oral communication building upon the vocabulary, grammar, and communicative functions of Spanish A201.
C. Reading in Spanish at the intermediate level:
Comprehension of simple, yet sustained discourse building upon
the vocabulary, grammar, and communicative functions of Spanish
A201.

D. Writing in Spanish at the intermediate level:
Presentation of creative language building upon the vocabulary, grammar,
and communicative functions of Spanish A201.

E. Cultural knowledge of the communities which speak Spanish:
Interpretation of diverse cultural perspectives.

VIII. Recommended Texts:
A. Course Textbook:

B. Course Laboratory Manual/Multimedia Program:


C. Optional Supplemental Material:

IX. Bibliography and Resources:


### Curriculum Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
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<tr>
<td>CAS</td>
<td>AHUM</td>
<td>Journalism and Public Communications</td>
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<tr>
<td>JPC</td>
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| 6. Complete Course/Program Title |
| Communications and Media Research |
| Comm. & Media Research |
| Abbreviated Title for Transcript (30 characters) |

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| 13. Coordinate with Affected Units: |
| Statistics Department, School, or College |
| Initiator Signature | Date |

| 14. List any programs or college requirements that require this course |
| JPC B.A. |

| 15. General Education Requirement |
| Oral Communication | Written Communication | Quantitative Skills | Humanities |
| Fine Arts          | Social Sciences       | Natural Sciences   |                |

| 16. Course Description |
| Evaluates communications and media research. Emphasis on methods and practices of empirical research in communications and media including concept framing, empirical methods, data generation, data analysis, peer review, and results presentation and publication. Students develop and produce empirical primary research papers using quantitative and qualitative research methods. |

| 17a. Course Prerequisite(s) (list prefix and number) |
| JPC A204 and STAT A252 |

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<th>17c. Corequisite(s) (concurrent enrollment required)</th>
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<th>17d. Other Restriction(s)</th>
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<td>Major</td>
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<tr>
<td>Class</td>
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<td>Level</td>
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| 17e. Registration Restriction(s) (non-codable) |
| Completion of all GER Tier I (basic college level skills) courses and junior standing |

| 18. Mark if course has fees |

| 19. Justification for Action |
| Changing JPC A403 to Capstone GER |

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<th>214 Date</th>
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I. Initiation Date: Aug. 26, 2008

II. Course Information:

A. College: College of Arts and Sciences

B. Course Subject/Number: JPC A403

C. Credits: 3.0 Contact Time

D. Course Title: Communications and Media Research

E. Grading Information: A-F

F. Course Description: Evaluates communications and media research. Emphasis on methods and practices of empirical research in communications and media including concept framing, empirical methods, data generation, data analysis, peer review, and results presentation and publication. Students develop and produce empirical primary research papers using quantitative and qualitative research methods.

G. Course Prerequisites: JPC A204 and STAT A252

III. Instruction Goals and Defined Outcomes:

A. Instructional Goals. The instructor will:

1) Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department’s attendance and grading policies.

2) Evaluate detailed examples of empirical communications and media research as presented in Journalism and Mass Communications Quarterly and other scholarly journals.

3) Evaluate models of quantitative and qualitative research in communications and media.

4) Emphasize the need for accuracy in professional research in communications and media studies.

5) Evaluate how principles and methods of empirical research in communications and media must be used to make careful descriptions and careful conclusions regarding media effects.

6) Provide significant exposure to current communications and media research for students to directly evaluate empirical research processes and master skills in question framing, method, instrument development, data generation, data analysis, presentation, and operations of Institutional Research Boards.

7) Provide assignments in which students evaluate the attributes of publishable...
B. Defined student outcomes. Upon successful completion of this course, the student will be able to:

1) Evaluate detailed examples of empirical communications and media research as presented in Journalism and Mass Communications Quarterly and other scholarly journals.
2) Evaluate vocabulary of quantitative and qualitative research in communications and media research.
3) Apply principles and methods of empirical research in communications and media.
4) Apply empirical research principles and practices to make careful descriptions and careful conclusions regarding media “affects.”
5) Apply empirical research processes in question framing, method, instrument development, data generation, data analysis, presentation, and operations of Institutional Research Boards.
6) Evaluate professional standards of accuracy in communications and media research.
7) Produce a primary empirical research paper on a topic appropriate to communications and media research.

IV. Course Activities:
Seminar class. Lectures and critical discussion lead by instructor. Analysis of current quantitative and qualitative empirical research in journalism and mass communications. Readings as assigned, class discussions and written exams. Students develop research question, method, generate data, and analysis for an empirical research paper.

V. Guidelines for Evaluation:
Evaluation procedures and outcomes, while at the discretion of the instructor, will be part of the syllabus, and will be discussed at the first class meeting of the semester. Students will be evaluated on understanding of empirical research methods, quantitative and qualitative methods, AEJMC publications style, understanding of current research in journalism, strategic communications, telecommunications and film, and computer graphics and design. In addition, assignments will emphasize primary empirical communications research using “message-centric” approaches, as well as
critical thinking skills. Students will produce a primary empirical research paper on appropriate topic in communications using Chicago Manual of Style (15th. ed.).

**Criteria for Grading:**

Students’ work will be evaluated according to professional standards and its publishable quality. The criteria are as follows:

A = Outstanding. Publishable quality. Excellent research problem, research question, method, data, analysis, writing, and adherence to Chicago Manual of Style (14th. ed.).

B = Very good. Publishable with minor changes. Good research problem, research question, method, data, analysis, writing and adherence to Chicago Manual of Style (14th. ed.).

C = Average work. Requires substantial changes (additional scope of research, method, data, or major rewriting including correction of numerous AEJMC style errors).

D = Poor quality. Assignment has fundamental problems -- weak content, serious writing flaws.

F = Unacceptable for these reasons: late, inaccurate, incomprehensible, factual errors or misspelled names. Plagiarism automatically results in an F and will warrant an F for the course.

**VI. Course Level Justification:**

Advanced course builds on principles and practices of 300-level elective courses and emphasizes principles and practices of empirical research in mass communications. Requires and promotes critical analysis of empirical methods and critical thinking about empirical research.

**VII. Outline:**

I. Introduction to Mass Communication Research

II. Mass Communication Research issues,
   a. audience, ethical issues;
   b. critical thinking
   c. complex issues regarding the affects of mass communication

III. Models of Mass Communication Research;
   a. research vocabulary;
   b. research topics

IV. Research Models
   a. Proposal Writing

V. Research Methods
a. quantitative models
b. qualitative models
c. data gathering

VI. Analyzing Research Data

VII. Research in Print Media

VIII. Research in Strategic Communications

IX. Research in Broadcasting

X. Research in Telecommunications

XI. Research in Information Technology

VIII. Suggested Text: Sparks, Glenn G, 2008, Media Effects Research, Thompson Wadsworth, Belmont, California

IX. Bibliography and Resources:


# Curriculum Action Request

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

## 1. School or College
CB CBPP

## 2. Course Prefix
BA

## 3. Course Number
A375

## 4. Previous Course Prefix & Number
N/A

## 5a. Credits/CEU
3

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

## 6. Complete Course/Program Title
Statistics for Business and Economics
Stat for Business and Econ

## 7. Type of Course
- Academic
- Non-credit
- CEU
- Professional Development

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

## 9. Repeat Status No

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

## 11. Implementation Date
From: Fall/2008 To: /9999

## 12. Cross Listed with
N/A

## 13. List any programs or college requirements that require this course
- Bachelor of Business Administration, Finance
- Bachelor of Business Administration, Marketing
- Bachelor of Business Administration, Accounting
- Bachelor of Business Administration, Global Logistics Management
- Associate of Applied Science, Logistics Operations

## 14. Coordinate with Affected Units:
CBPP, Listserv Department, School, or College

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

## 16. Course Description
Intermediate statistics and probability with emphasis on the analysis of business and economic data. Includes multivariate probability models; classic inferences for means, standard deviations, and proportions in one and two populations; analysis of variance; contingency tables; multiple regression, and nonparametric statistics. Statistical computer packages are used extensively.

## 17a. Course Prerequisite(s) (list prefix and number)
MATH A272 and BA A273

## 17b. Test Score(s)
N/A

## 17c. Co-requisite(s) (concurrent enrollment required)
N/A

## 17d. Other Restriction(s)
- College
- Major
- Class
- Level

## 17e. Registration Restriction(s) (non-codable)
College of Business and Public Policy majors must be admitted to upper-division standing.

## 18. Mark if course has fees
Standard CBPP computer lab fee

## 19. Justification for Action
Part of the CBPP five-year review program and update course description

### Approved
- Dean/Director of School/College
- Undergraduate or Graduate Academic Board Chairperson
- Provost or Designee

---

Initiator (faculty only) Date

Approved

Disapproved

Initiator Signature Date

Approved

Disapproved

Department Chairperson Date

Approved

Disapproved

Curriculum Committee Chairperson Date

Approved

Disapproved

220 Date
I. Date Initiated
   March 20, 2008

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Bachelor of Business Administration, Finance
             Bachelor of Business Administration, Marketing
             Bachelor of Business Administration, Accounting
             Bachelor of Business Administration, Global Logistics Management;
             Associate of Applied Science, Logistics Operation
   Course Title: Statistics for Business and Economics
   Course Number: BA A375
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                 0 lab hours
                 4 hours outside of class per week x 15 weeks = 60 hours
   Grading Basis: A-F
   Course Description: Intermediate statistics and probability with emphasis on the
                      analysis of business and economic data. Includes multivariate probability models;
                      classic inferences for means, standard deviations, and proportions in one and two
                      populations; analysis of variance; contingency tables; multiple regression, and
                      nonparametric statistics. Statistical computer packages are used extensively.
   Course Prerequisites: MATH A272 and BA A273.
   Registration Restrictions: College of Business and Public Policy majors
                           must be admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee.

III. Course Activities
    A. Lecture and discussion
    B. Multimedia presentations

IV. Guidelines for Evaluation
    A. Exams
    B. Case analyses

V. Course Level Justification
    The course builds on foundations of math, statistics, and computer knowledge.
VI. Outline

A. Probability Models
   1. Review of binomial, hypergeometric, and normal models
   2. Introduction of Poisson and multinomial models

B. Sampling Distributions
   1. Functions of random variables
   2. The chi-square, t-, and F-distributions

C. Large Sample Estimation
   1. Estimation of difference between two population means based on independent samples
   2. Estimation of difference between two population proportions

D. Large Sample Tests
   1. Tests of difference between two population means based on independent samples
   2. Tests of difference between two population proportions
   3. p-values

E. Small Sample Inferences
   1. Difference between two population means based on two independent samples
   2. Differences between two population means with paired samples
   3. Differences between two population proportions

F. Analysis of Variance
   1. One-way and two-way analysis of variance models
   2. Model assumptions
   3. Estimation and testing hypotheses

G. Chi-Square Tests
   1. Goodness-of-fit tests
   2. Contingency tables

H. Multiple Regression
   1. The linear multiple regression model
   2. Model assumptions and residual analysis
   3. Developing linear models
   4. Estimation & tests of model parameters

I. Sampling Methods
   1. Drawing random samples
   2. Stratified and cluster samples

J. Non-parametric Statistics: The sign test for two samples
   1. The Mann-Whitney test/Two independent samples and Wilcoxon matched-pairs test
   2. Signed Rank test for paired samples
   3. The Kruskal-Wallis and Friedman tests
   4. The rank correlation coefficient
VII. Suggested Texts


VIII. Bibliography


http://www.bea.gov

http://online.wsj.com/public/us

http://www.businessweek.com

http://www.federalreserve.com

http://wallstreet.com

http://nyse.com
IX. Instructional Goals and Student Outcomes

| A. Instructional Goals.  
<table>
<thead>
<tr>
<th>The instructor will:</th>
</tr>
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<tbody>
<tr>
<td>1. Discuss the meaning and role of statistics and probability models in business and economics.</td>
</tr>
<tr>
<td>2. Discuss sampling techniques and explain how to draw inferences about the population from samples.</td>
</tr>
<tr>
<td>3. Discuss the purposes of different regression models and demonstrate how to use them primarily to predict with business data.</td>
</tr>
<tr>
<td>4. Explain how to use the available quantitative information using statistical computer programs, such as JMP, MINITAB, or SAS.</td>
</tr>
<tr>
<td>5. Explain how to choose a specific analytical technique and statistical test for a particular dataset based on its properties.</td>
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| B. Student Outcomes.  
<table>
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<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the meaning of probabilistic models and their roles in business and economics.</td>
<td>Case analyses</td>
</tr>
<tr>
<td>2. Use sampling techniques and inferences.</td>
<td>Case analyses</td>
</tr>
</tbody>
</table>
| 3. Use the regression models for forecasting and decision making in business and economics. | Case analyses  
Exams |
| 4. Explain how to use various statistical software. | Case analyses |
| 5. Explain how to choose specific tests and techniques. | Case analyses  
Exams |
## Curriculum Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>A441</td>
<td>N/A</td>
<td>3</td>
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### 6. Complete Course/Program Title

**Retailing Management**

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

### 7. Type of Course

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

### 8. Type of Action

- [ ] Course
- [ ] Program

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Add</td>
<td>Change</td>
<td>Delete</td>
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</table>

### 9. Repeat Status

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

### 10. Grading Basis

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

### 11. Implementation Date

- From: Fall/2008
- To: /9999

### 12. Cross Listed with

- [ ] Stacked

### 13. List any programs or college requirements that require this course

- Bachelor of Business Administration, Marketing

### 14. Coordinate with Affected Units:

- CBPP, Listserv
- Department, School, or College

### 15. General Education Requirement

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

### 16. Course Description

Factors governing successful store operation, including location, stock arrangement, buying and selling, advertising and display, merchandising, planning and control, fashion merchandising, personnel management, customer relations, recent trends, store problems and policies.

### 17a. Course Prerequisite(s) (list prefix and number)

- BA A343

### 17b. Test Score(s)

### 17c. Co-requisite(s) (concurrent enrollment required)

### 17d. Other Restriction(s)

- College
- Major
- Class
- Level

### 17e. Registration Restriction(s) (non-codable)

### 18. Mark if course has fees

- Standard CBPP computer lab fees

### 19. Justification for Action

BA A441 is no longer required for the Bachelor of Business Administration, Marketing degree.

---

Approved:  
Disapproved:  

Initiator (faculty only)  
Date

Approved:  
Disapproved:  

Dean/Director of School/College  
Date

Approved:  
Disapproved:  

Department Chairperson  
Date

Approved:  
Disapproved:  

Undergraduate or Graduate  
Date

Approved:  
Disapproved:  

Academic Board Chairperson  
Date

Approved:  
Disapproved:  

Provost or Designee  
Date

225
**Curriculum Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<thead>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>Cross-Listed Prerequisites</td>
<td>Course Prerequisites</td>
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<td>Co-requisites</td>
<td>Registration Restrictions</td>
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<td>Test Score Prerequisites</td>
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<th>15. General Education Requirement</th>
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<td>CBPP, Listserv, Department, School, or College</td>
<td>Oral Communication</td>
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<td>Written Communication</td>
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<td>Quantitative Skills</td>
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<td>Humanities</td>
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<td></td>
<td>Social Sciences</td>
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<td></td>
<td>Natural Sciences</td>
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<td></td>
<td>Integrative Capstone</td>
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<th>16. Course Description</th>
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<tr>
<td>Emphasizes concepts of marketing strategy used to achieve competitive advantage in the global marketplace. Focuses on market planning, organizing, coordinating, and on the controlling functions of international marketing management.</td>
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<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<td>College</td>
<td>College of Business &amp; Public Policy students must be admitted to upper-division standing</td>
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<tr>
<td>Major</td>
<td></td>
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<tr>
<td>Class</td>
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</tr>
<tr>
<td>Level</td>
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<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CBPP computer lab fees</td>
<td>Course reviewed as part of the CBPP Five-Year Review Program and to update the course.</td>
</tr>
</tbody>
</table>

---

Initiator (faculty only)  
Approve/Disapprove:  
Date  
Dean/Director of School/College  
Date

---

Approved:  
Disapproved:  
Department Chairperson  
Date  
Undergraduate or Graduate  
Academic Board Chairperson  
Date

---

Approved:  
Disapproved:  
Curriculum Committee Chairperson  
Date  
Provost or Designee  
Date
I. Date Initiated
   March 20, 2008

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Bachelor of Business Administration
   Course Title: International Marketing
   Course Number: BA A447
   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: Apply the concepts of marketing strategy to achieve competitive advantage in the global marketplace. Primary focuses include market planning, organizing, coordinating and controlling functions of international marketing management.
   Course Prerequisites: BA A343
   Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Discussion and lecture
   B. Case analyses
   C. Videos
   D. Student presentations
   E. In-class group exercises
   F. Final project

IV. Guidelines for Evaluation
   A. Project
   B. Reports
   C. Presentations
   D. Written exams
   E. Case analyses
V. Course Level Justification
This is an upper-division course that requires students to analyze the environment of business and explore business opportunities in global markets. Students are expected to use a variety of tools to develop strategies of pricing, product, placement and promotion to become a successful global manager. Requires knowledge gained in 300-level courses.

VI. Outline
A. The Global Business Environment
   1. Economic and financial environment
   2. Political and legal environment
   3. Cultural environment
   4. Global consumer buying behavior

B. Cross-cultural Management in Global Business
   1. Consumer network and buying behavior
   2. Cross cultural communication
   3. Cross cultural negotiation

C. Global Business Strategy Development
   1. Market entry strategy
   2. Market promotion strategy
   3. Logistics and supply chain strategy
   4. Product development strategy
   5. Pricing strategy

D. Planning, Organization, and Control of Business Operations in Global Markets

VII. Suggested Texts

VIII. Bibliography
Textbooks are supplemented by readings from current professional publications available in the UAA Consortium Library and Loussac Library.

Websites About Korea:
American Chamber of Commerce in Korea: http://www.amchamkorea.org/
Korea Finance: http://mypage.channeli.net/huntkim/default.htm
Bank of Korea: http://www.bok.or.kr/
Korea Herald: http://www.koreaherald.co.kr/
South Korean Ministry of Finance and the Economy: www.mmmofe.go.kr
Websites About Japan:
Japan Times Archive: http://dailynews.yahoo.com/headlines/world/asian/
Japan Development Bank: http://www/jdb.go.jp/index.e.html
Tokyo Stock Exchange: http://www/tse.or.jp/eindex.html
Cabinet members: http://www.ntt.co.jp/japan/GOV/cabinet/cabinet.html

Websites About Asia:
Asiaweek: http://cnn/com/ASIANOW/asiaweek
Asian Institute of Management: http://www.aim.edu.ph/
Singapore Straits Times: http://straitstimes.asia1.com

Websites About China:
China Today: http://www.chinatoday.com/
US Embassy in Beijing: http://beijing.usembassy.gov/
US Consulate in Hong Kong: http://hongkong.usconsulate.gov/
Beijing Scene Magazine: http://www.beijingscene.com/cissue/

Website About Europe:
Europe Union: http://www.eurunion.org/infores/euindex.htm
European Commission, Network of national and regional radio stations from across the EU to co-produce and broadcast news programmes on European affairs.
http://ec.europa.eu/index_en.htm
European Commission: european cooperation in education and training.
http://ec.europa.eu/education/index_en.html

Websites About NAFTA:
North American Free Trade Agreement (NAFTA)
North American Free Trade Agreement (NAFTA) — FAS Fact Sheets
http://www.fas.usda.gov/info/factsheets/NAFTA.asp
The "The NAFTA Index". http://www.citizen.org/trade/nafta/
North American Free Trade Agreement.
http://www.ustr.gov/Trade_Agreements/Regional/NAFTA/Section_Index.html
U.S. Customs and Border Protection - Import
IX. Instructional Goals and Student Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present information on new developments, opportunities and risks of the business environment in global markets.</td>
<td></td>
</tr>
<tr>
<td>2.Expose students to opportunities and risks that businesses face in different countries.</td>
<td></td>
</tr>
<tr>
<td>3. Examine the effect of culture on businesses among different nations in Asia, Europe and South America.</td>
<td></td>
</tr>
<tr>
<td>4. Discuss successful business ventures and strategies in foreign markets.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Outcomes.</th>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze business environments in global markets.</td>
<td></td>
<td>Case analysis, written exams</td>
</tr>
<tr>
<td>2. Diagnose market opportunities and risks in Asia, Europe and South America.</td>
<td></td>
<td>Case analysis, project</td>
</tr>
<tr>
<td>3. Analyze the role of culture in consumer behavior and business transactions in global markets.</td>
<td></td>
<td>Case analysis, project</td>
</tr>
<tr>
<td>4. Formulate effective business strategies to conduct business in foreign markets.</td>
<td></td>
<td>Case analysis, project, presentation, and reports</td>
</tr>
</tbody>
</table>
### Curriculum Action Request

#### University of Alaska Anchorage

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
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<tr>
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<th>2. Course Prefix</th>
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<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<tbody>
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<td>(Lecture + Lab) (3+0)</td>
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#### 6. Complete Course/Program Title

**Promotion Management**

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tbody>
<tr>
<td>☐ Academic</td>
<td>☑ Course</td>
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<tr>
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<th>11. Implementation Date From:</th>
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<tr>
<td>☐ A-F</td>
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<tr>
<th>13. List any programs or college requirements that require this course:</th>
<th>Bachelor of Business Administration, Marketing</th>
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<tr>
<th>14. Coordinate with Affected Units:</th>
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<tr>
<th>15. General Education Requirement</th>
<th>☐ Oral Communication</th>
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<th>☐ Quantitative Skills</th>
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<tr>
<td></td>
<td>☐ Fine Arts</td>
<td>☐ Social Sciences</td>
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<td>☐ Integrative Capstone</td>
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<tr>
<th>16. Course Description</th>
<th>Examine the concepts of advertising and other promotional tools. Focuses on the design, management, and implementation of promotional strategy.</th>
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<table>
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<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>17e. Registration Restriction(s) (non-codable)</th>
<th>17f. Other Restrictions (non-codable)</th>
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<td>☐ College</td>
<td>College of Business &amp; Public Policy students must be admitted to upper-division standing</td>
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<thead>
<tr>
<th>18. Mark if course has fees</th>
<th>Standard CBPP computer lab fees</th>
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| 19. Justification for Action | Course reviewed as part of the CBPP Five-Year Review Program and to update the course. |

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
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<td>Date</td>
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I. Date Initiated

   March 20, 2008

II. Course Information

   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Bachelor of Business Administration, Marketing
   Course Title: Promotion Management
   Course Number: BA A463
   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: Examines the concepts of advertising and other
                      promotional tools. Focuses on the design, management, and implementation of
                      promotional strategy.
   Course Prerequisites: BA A343
   Registration Restrictions: College of Business and Public Policy majors must
                           be admitted to upper-division standing
   Fees: Standard CBPP computer lab fee

III. Course Activities

   A. Discussion and lecture
   B. Case analyses
   C. Videos
   D. Student presentations
   E. Final project

IV. Guidelines for Evaluation

   A. Project
   B. Reports
   C. Presentations
   D. Exams
   E. Case analyses
V. **Course Level Justification**
This upper-division course requires knowledge gained in other 400-level courses. Students apply the multi-faceted activities involved in the design, management, and implementation of promotion.

VI. **Outline**

A. Integrated Marketing Communication
   1. Organizing for advertising and promotion
   2. Perspectives on consumer behavior

B. Analyzing Communication Process
   1. The communication process
   2. Source, message, and channel factors

C. Developing Communication Program
   1. Creative strategy: planning and development
   2. Creative strategy: implementation and evaluation / review for mid-term
   3. Media planning and strategy
   4. Evaluation of broadcast media
   5. Evaluation of print media
   6. Support media
   7. Direct marketing and marketing on the internet
   8. Sales promotion
   9. Public relations, publicity, and corporate advertising

D. Special Topics
   1. Measuring the effectiveness of the promotional program
   2. International advertising and promotion
   3. Regulation of advertising and promotion

VII. **Suggested Texts**


VIII. **Bibliography**

Textbooks are supplemented by readings from current professional publications available in the UAA Consortium Library and Loussac Library and include:


Advertising World  http://advertising.utexas.edu/world/
AdCritic.com  http://creativity-online.com/
Ad*Access   http://library.duke.edu/digitalcollections/adaccess/
AdAge       http://adage.com/
Adweek      http://www.adweek.com/aw/index.jsp

IX. Instructional Goals and Student Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present information on consumer behavior, communication process and channel factors.</td>
</tr>
<tr>
<td>2.</td>
<td>Expose students to the planning, development, and implementation of creative promotion strategies.</td>
</tr>
<tr>
<td>3.</td>
<td>Examine the effect of broadcast media, print media and support media.</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss the regulation and ethical issues of promotion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Outcomes.</th>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Analyze consumer behavior for effective communications.</td>
<td>Case analysis, exams</td>
</tr>
<tr>
<td>2.</td>
<td>Diagnose the regulatory and ethical issues in planning, development and implementation of promotion strategies.</td>
<td>Case analysis, project</td>
</tr>
<tr>
<td>3.</td>
<td>Evaluate the effectiveness of various media.</td>
<td>Case analysis, project</td>
</tr>
<tr>
<td>4.</td>
<td>Formulate effective promotional strategies to conduct a marketing campaign.</td>
<td>Case analysis, project, presentation, and reports</td>
</tr>
</tbody>
</table>
# Curriculum Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A481</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications in Management</td>
</tr>
</tbody>
</table>

Abbreviated Title for Transcript (30 character)

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

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: Fall/2008</td>
</tr>
<tr>
<td>NG</td>
<td>To: /9999</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Business Administration, Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units</th>
<th>15. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBPP, Listserv, Department, School, or College</td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>An in-depth, hands-on examination of management topics and issues introduced in BA A300. Students are encouraged to develop their own management skills through case analysis, role playing, in-class exercises, and projects that require interaction with practicing managers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A300</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>College of Business and Public Policy majors must be admitted to upper-division standing.</td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CBPP computer lab fee</td>
</tr>
</tbody>
</table>

19. Justification for Action 
Change course description and revise course outline as part of the CBPP Five-Year Review Program

---

Initiator (faculty only)  
Date

Initiator (PRINT NAME)  
Date

Approved  
Approved  
Approved  
Approved  
Approved  
Approved

Disapproved:  
Disapproved:  
Disapproved:  
Disapproved:  
Disapproved:  
Disapproved:

Dean/Director of School/College  
Date

Undergraduate or Graduate  
Date

Academic Board Chairperson  
Date

Provost or Designee  
Date
I. Date Initiated
   March 20, 2008

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Bachelor of Business Administration, Management
   Course Title: Applications in Management
   Course Number: A481
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: An in-depth, hands-on examination of management topics
                      and issues introduced in BA A300. Students are encouraged to develop their own
                      management skills through case analysis, role playing, in-class exercises, and
                      projects that require interaction with practicing managers.
   Course Prerequisites: BA A300
   Registration Restrictions: College of Business and Public Policy majors must be
                            admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Skill learning or the identification of management skills by studying the scientific
      and normative literature.
   B. Assessment of management skills through self-administered testing.
   C. Skill analysis through case-study role play and other experiential exercises.
   D. Skill practice through role-playing and applied examination.

IV. Guidelines for Evaluation
   A. Examinations and quizzes
   B. Experiential exercises
   C. Analysis of behavioral self-assessment data presented in analytical reports
   D. Presentations

V. Course Level Justification
   The course requires students apply knowledge gained from lower-division courses
   and from BA A300.
VI. Outline

A. Developing Self-Awareness
   1. Skill Assessment
      a. Locus of control
      b. FIRO-B
      c. Defining issues test
      d. Learning style inventory
      e. Tolerance of ambiguity
   2. Skill Learning
      a. Emotional intelligence
      b. Values
      c. Ethical decision making
      d. Learning style
      e. Core self-evaluation

B. Managing Time and Stress
   1. Skill Assessment
      a. Type A personality assessment
      b. Time management assessment
      c. Social readjustment scale
   2. Skill Learning
      a. Major elements of stress
      b. Managing stress
      c. Eliminating stressors
      d. Developing resiliency
      e. Time management techniques

C. Creative and Analytical Problem Solving
   1. Skill Assessment
      a. Innovation attitude scale
      b. How creative are you?
   2. Skill Learning
      a. Analytic problem solving methodologies
      b. Conceptual blocks
      c. Lateral thinking
      d. Stages of creative problem solving

D. Supportive Communication
   1. Skill Assessment
      a. Communicating supportively
      b. Communicating styles
   2. Skill Learning
      a. Coaching and counseling
      b. Principles of supportive communication
      c. Personal management interview
E. Gaining Power and Influence
   1. Skill Assessment
      a. Using influence strategies
      b. Gaining power and influence instrument
   2. Skill Learning
      a. Theoretical views of power
      b. Strategies for gaining organizational power
      c. Influence tactics and resistance of influence tactics

F. Motivation
   1. Skill Assessment
      a. Diagnosing poor performance
      b. Work performance assessment
   2. Skill Learning
      a. Theoretical knowledge applied to an effective motivation program
      b. Diagnosing work performance problems
      c. Fostering a motivating work environment

G. Conflict Management and Negotiation
   1. Skill Assessment
      a. Managing interpersonal conflict assessment
      b. Strategies for handling conflict
   2. Skill Learning
      a. Understanding sources of conflict
      b. Dual concerns model and appropriate conflict management strategies
      c. Mediation and arbitration

H. Delegation and Empowerment
   1. Skill Assessment
      a. Personal empowerment assessment
      b. Effective empowerment and delegation assessment
   2. Skill Learning
      a. Dimensions of empowerment
      b. Guidelines for the development of empowerment
      c. Contingency model for delegation

I. Group Dynamics and Team Development
   1. Skill Assessment
      a. Team development behaviors
      b. Diagnosing the need for team development
   2. Skill Learning
      a. Fundamentals of group dynamics
      b. Team development stages
      c. Functional, relationship and blocking roles
J. Leadership of Change
  1. Skill Assessment
     a. Machiavellianism scale
     b. Best-self feedback exercise
  2. Skill Learning
     a. Punctuated equilibrium models of change
     b. Framework for leading positive change

VII. Suggested Texts

VIII. Bibliography


IX. Instructional Goals and Student Outcomes

A. Instructional Goals.
   The instructor will:
   
   1. Discuss and interpret scientific and normative management literature.
   2. Facilitate the analysis of cases and performance of role plays and other experiential exercises.
   3. Review student skill assessment results and suggest exercises for future skill development.
   4. Assess the level of skill learning by providing and evaluating performance written examinations.

B. Student Outcomes.
   Students will be able to:                     Assessment Method
   
   1. Assess their level of management skills.          Analysis of behavioral self-assessment data presented in analytical reports
   2. Demonstrate knowledge of scientific and normative management literature. Written examinations and quizzes
   3. Facilitate and participate in skill practice and skill analysis. Experiential exercises, presentations
Related Instruction for Undergraduate Certificates and Associate-Level Degrees

Draft 2b

The Northwest Commission on Colleges and Universities defines related instruction as pertaining to “[p]rograms of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. If appropriate, additional areas of safety, industrial safety, and environmental awareness should be included. Related instruction may be embedded within the program curriculum or taught in blocks of specialized instruction. Each approach, however, must have clearly identified content that is pertinent to the general program of study.”

“Applied, specialized, or technical programs of study of 30 semesters hours or more require at least six (6) semester credits of related instruction or the equivalent.”

Related instruction must meet the UAA definition of collegiate-level work consistent with University Certificates or Associate of Applied Science Degrees. Related instruction must be at the 100-level or higher with a minimum of at least 1 credit hour equivalence (15 hours instruction, 45 hours total student involvement) in each category of communication (oral and/or written), computation, and human relations as part of the required 6 credits.

Meeting the necessary related instruction:

- Any credit course at the 100-level or above that is clearly identified to be within a particular area of related instruction (see definitions below).
- Courses in which the related instruction represents a portion of the total content and outcomes of the course where students are clearly expected to perform at the collegiate level and where the related instruction outcomes are identified and assessed. These courses may come from either within the program prefix(es) or other prefixes outside the program.

Documenting collegiate-level in related instruction:

The faculty initiator must show that any course or portion of a course used to meet the related instruction requirements meets the collegiate-level in communication, computation, and/or human relations as defined below. The level and amount of related instruction should be visible and consistent throughout the CCG of any course used to meet this requirement. Faculty can document that the related instruction components of their programs are at the collegiate-level by showing appropriate levels of learning activities and student learning outcomes which address an area of related instruction

COMMUNICATION

Related instruction in communication allows students to develop and demonstrate their abilities to interact appropriately and effectively in a variety of contexts. Students demonstrate proficiency in a significant number of the outcome areas that follow. They develop an awareness of the role of communication in a variety of contexts. Students demonstrate effective and appropriate oral and/or written communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.


Instruction in communication skills allows students to practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. Students develop the tools to read, think, and write analytically about print and non-print texts. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation, adapting their voice, tone, and level of formality to the situation, and adhering to genre conventions and stylistic features such as sentence variety, grammar, usage, punctuation, and spelling.

The related instruction must result in outcomes that are recognized to be collegiate-level where students demonstrate:
- Basic or discipline-related writing and/or oral presentations
- Record keeping and/or preparation of reports within the discipline
- Proficiency in leading and participating in small group discussion
- Organizing and/or delivering discipline-specific presentations
- Applying writing skills to the professional setting
- Documentation of discipline-specific activities
- Preparation and presentation of experimental techniques and results
- Analysis of regulations, industry standards or specifications and application of those to course assignments or projects.
- Preparation and presentation of a work plan or lesson plan based on industry practices

COMPUTATION
Computation related instruction increases the abilities of students in mathematical, statistical and/or computational analyses. Through this instruction, students demonstrate their analytical and numerical skills and use them to solve applied problems.

The related instruction must result in outcomes that are recognized to be collegiate-level where students demonstrate:
- Discipline related computations using algebraic or statistical methods or methods involving complex mathematical operations
- Analysis of numerical data related to field problems and use of that analysis to make reasonable judgements
- Proficiency with complex mathematical operations
- Completion of problems involving mathematical operations of multiple steps, multiple decisions or multiple variables.

HUMAN RELATIONS
Related instruction in human relations allow students to explore insights about individuals, groups, and cultures so that students demonstrate a better understanding of interpersonal, group, and cultural dynamics. May include human relations communication, problem-solving, interaction, relationship, choice, change skills, and/or interaction skills as applied to the field of work.

The related instruction must result in outcomes that are recognized to be collegiate-level where students:
- Apply ethical standards to operations, interpersonal relations and decisions made within their discipline
- Demonstrate cooperation and participation in planning and implementation of team activities
- Demonstrate an appreciation for diverse perspectives, backgrounds and needs
- Interact with respect and civility and exhibit professional competence in both ordinary and stressful situations within their area of practice.
INSTRUCTOR QUALIFICATIONS:
Embedded related instruction shall be taught by faculty with appropriate academic and/or professional credentials in the course content, who will teach and evaluate students’ proficiencies in the areas of related instruction as specified by the Course Content Guide.

Instructors should have an appropriate degree or extensive background (years of experience) in the discipline field AND one or more of the following:

- Documented work, training, leadership, or recognition in the embedded related instruction area
- Significant collegiate coursework in the embedded related instruction area
- Certifications and/or licenses related to the embedded related instruction area

Guest instructors whose credentials and teaching experience are directly related to the topic are an optional source of related instruction for courses where those topics are embedded.