I. Roll
( ) Hilary Davies   ( ) Cheryl Smith   ( ) Deborah Fox
( ) Bettina Kipp Lavea  ( ) Toni Croft   ( ) David Meyers
( ) Suzanne Forster   ( ) Oliver Hedgepeth  ( ) Jared Griffin
( ) Utpal Dutta   ( ) Kenrick Mock   ( ) Susan Fallon
( ) Susan Wilson   ( ) Marion Yapuncich  ( ) Vacant
( ) Hilary Seitz   ( ) Kevin Keating  ( ) Vacant  ( ) Bart Quimby

II. Approval of the Agenda (pg. 1-4)
III. Approval of Meeting Summary (pg. 5-7)

IV. Administrative Report
A. Associate Vice Provost Bart Quimby
B. Registrar John Allred

V. Chair’s Report
A. UAB Chair- Hilary Davies
B. GERC- Len Smiley/ Suzanne Forster/Deborah Fox
C. Assessment Committee Report- Kenrick Mock/Susan Fallon

VI. Program/Course Action Request – Second Reading
Chg ENGL A424 Shakespeare (3 cr) (3+0) (8-11)
Add HUMS A107 History and Systems of Human Service (3 cr) (3+0) (pg. 12-16)
Chg MATH A305 Introduction to Geomatics (3 cr) (3+0) (pg. 25-27)
Chg CS A407 Evolutionary Computing (3 cr) (3+0) (pg. 28-31)
Add CIS A280 Managerial Communications (3 cr) (2+2) (pg. 32-38)
Chg CIS A305 Managerial Presentations (3 cr) (3+0) (pg. 39-45)
Chg Bachelor of Business Administration: Accounting (pg. 46-54)
Chg Bachelor of Business Administration: Management Information Systems (pg. 55-63)
Chg Bachelor of Business Administration: Economics*
Chg Bachelor of Business Administration: Finance, Management, and Marketing*
Chg Bachelor of Business Administration: Global Logistics and Supply Chain Management*

*These three programs are combined on pages 64-78

Tabled:
Chg Associate of Arts
Chg Languages
Add PER A155 Beginning Fly Fishing (1 cr) (1+0)
## VII. Program/Course Action Request – First Reading

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Chg   Associate of Applied Science, Logistics and Supply Chain Operations (pg. 359-363)
Chg   Associate of Applied Science, Accounting (pg. 364-367)
Chg   Associate of Applied Science, Small Business Administration (pg. 368-371)
Add   RADT A231   Sectional Anatomy for Diagnostic Imaging (3 cr) (3+0) (pg. 372-377)
Add   EDEL A205   Becoming an Elementary Teacher (2 cr) (1.5+2) (pg. 378-383)
Chg   EDEL A325   Teaching Literacy in Elementary Schools (6 cr) (6+0) (pg. 384-392)
Chg   EDEL A327   Teaching Social Studies in Elementary School (2 cr) (2+0) (pg. 393-399)
Add   EDEL A392   Elementary Education Seminar I: Culturally Responsive Teaching (2 cr) (2+0) (pg. 400-406)
Add   EDEL A395   Elementary Education Practicum I: Diversity, Literacy, Social Studies (2 cr) (0+6) (pg. 407-413)
Chg   EDEL A426   Teaching Mathematics in Elementary Schools (3 cr) (3+0) (pg. 414-420)
Chg   EDEL A428   Teaching Science in Elementary Schools (2 cr) (2+0) (pg. 421-426)
Chg   EDEL A492A  Elementary Education Seminar II: Learning Environment (2 cr) (2+0) (pg. 427-434)
Add   EDEL A492B  Elementary Education Seminar III: Teaching Capstone (3 cr) (3+0) (pg. 435-441)
Chg   EDEL A495A  Elementary Education Practicum II: Learning Environment, Mathematics, Science (3 cr) (0+9) (pg. 442-449)
Add   EDEL A495B  Elementary Education Internship (9 cr) (0+27-35) (pg. 450-458)
Chg   EDFN A206  Introduction to Assessment in Education (1 cr) (1+0) (pg. 459-463)
Chg   EDFN A301  Foundations of Literacy and Language Development (3 cr) (3+0) (pg. 464-473)
Chg   EDFN A302  Foundations of Educational Technology (2 cr) (2+0) (pg. 474-479)
Chg   BA in Early Childhood Education (pg. 480-489)
Chg   Bachelor of Arts, Elementary Education (pg. 490-491)
Del   Special Education Emphasis of the BA in Elementary Education (pg. 492-505)

IX.  Old Business
X.  New Business
XI. Informational Items and Adjournment
A. Curriculum Log
B. Curriculum Handbook
C. Catalog Copy
D. Accreditation website  NWCCU Standards Draft 5.0 with Tracked Changes
   http://www.nwccu.org/Standards%20Review/StandardsReview.htm
March 26, 2010
ADM 204 at 2:00-5:00

I. Roll
(x) Hilary Davies  (x) Cheryl Smith  (x) Deborah Fox
(e) Bettina Kipp Lavea  ( ) Toni Croft  (x) David Meyers
(x) Suzanne Forster  (x) Oliver Hedgepeth  (x) Jared Griffin
(x) Utpal Dutta  (x) Kenrick Mock  (x) Susan Fallon
( ) Susan Wilson  (x) Marion Yapuncich  ( ) Vacant
(x) Hilary Seitz  (x) Kevin Keating  ( ) Vacant  (x) Bart Quimby

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

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

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V. Chair’s Report
A. UAB Chair- Hilary Davies
B. GERC- Len Smiley/ Suzanne Forster/Deborah Fox
C. Assessment Committee Report- Kenrick Mock/Susan Fallon

VI. Program/Course Action Request – Second Reading
Chg  CWLA A259  Short Format Introduction to Creative Writing (1 cr) (1+0) (pg. 5-8)
Approved
Chg  PETR A155  Blueprint Reading (3 cr) (3+0) (pg. 9-12)
Approved
Chg  PETR A240  Industrial Process Instrumentation III (3 cr) (3+0) (pg. 13-16)
Approved
Chg  PETR A244  Industrial Process Instrumentation IV (3 cr) (3+0) (pg. 17-20)
Approved
Del  GEOG A323  Economic Geography and the Global Environment (3 cr) (3+0) (pg. 21)
Approved
Del  GEOG A327  Political Geography (crosslisted with PS A327) (3 cr) (3+0) (pg. 22)
Approved
Del  PS A327  Political Geography (crosslisted with GEOG A327) (3 cr) (3+0) (pg. 23)
Approved
Chg  GEOG A390  Field Studies in Geography (1-3 cr) (1-2+3-6) (pg. 24-27)
Approved
Add  GEOG A390A  Topics in Global Geography (3 cr) (3+0) (pg. 28-33)
Approved
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</tr>
<tr>
<td>Chg</td>
<td>Bachelor of Business Administration: Accounting</td>
<td></td>
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<td>(pg. 178-186)</td>
</tr>
</tbody>
</table>

Accepted all BBA programs
IX. Old Business
   A. Purge List- 2nd reading (pg. 187-224)
      Accepted
   B. Second reading:
      See Civil Engineering memo and spreadsheet (pg. 225-227)
      Approved proposed minor changes as the courses are recent.

X. New Business

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

Meeting adjourned
**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
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<table>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>ENGL</td>
<td>A424</td>
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<tr>
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<tr>
<td>Shakespeare</td>
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<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<table>
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<th>7. Type of Course</th>
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<tbody>
<tr>
<td>Prefix</td>
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<tr>
<td>Title</td>
</tr>
<tr>
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</tr>
<tr>
<td>Grading Basis</td>
</tr>
<tr>
<td>Cross-Listed/Stacked</td>
</tr>
<tr>
<td>Course Description</td>
</tr>
<tr>
<td>Course Prerequisites</td>
</tr>
<tr>
<td>Co-requisites</td>
</tr>
<tr>
<td>Test Score Prerequisites</td>
</tr>
<tr>
<td>Registration Restrictions</td>
</tr>
<tr>
<td>Other Restrictions</td>
</tr>
<tr>
<td>Class</td>
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<tr>
<td>Level</td>
</tr>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Other Update CCG (please specify)</td>
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</table>

<table>
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<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
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<th>10. Grading Basis</th>
<th>A-F</th>
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<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: Fall/2010</td>
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<td>To: 9999/9999</td>
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<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA in English (literature and education option)</td>
<td>100-101</td>
<td>1/29/2010</td>
<td>Judith Moore, Chair, Dept. of English</td>
</tr>
<tr>
<td>2. Minor in English (literature emphasis)</td>
<td>101-102</td>
<td>1/29/2010</td>
<td>Judith Moore, Chair, Dept. of English</td>
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<tr>
<td>3.</td>
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**Initiator Name (typed):** Robert Crosman

**Initiator Signed Initials:**

**Date:**

<table>
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<tr>
<th>13b. Coordination Email</th>
<th>Date: 1/28/2010</th>
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<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
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**13c. Coordination with Library Liaison:**

**Date: 1/28/2010**

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<th>14. General Education Requirement</th>
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<td>Mark appropriate box:</td>
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<tr>
<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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<td>Humanities</td>
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<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Major works and a survey of Shakespearean criticism. Plays covered vary from semester to semester.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>[ENGL A201 and ENGL A202] with a minimum grade of C</td>
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<table>
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<th>16b. Test Score(s)</th>
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<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>16d. Other Restriction(s)</th>
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<td>College</td>
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<td>Class</td>
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<td>Level</td>
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<tr>
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<th>17. Mark if course has fees</th>
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<table>
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<th>18. Mark if course is a selected topic course</th>
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<table>
<thead>
<tr>
<th>19. Justification for Action</th>
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</thead>
<tbody>
<tr>
<td>Updating CCG to reflect current standards; changing course pre-requisites to ensure consistency with other courses; eliminating &quot;offered Fall and Spring semesters&quot; from Special Note for scheduling flexibility. Repeat status is no longer practical or necessary.</td>
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<table>
<thead>
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<th>20. Initiator (faculty only)</th>
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<tr>
<td>Robert Crosman</td>
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**Initiator (TYPE NAME):**

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<th>Disapproved</th>
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<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tr>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
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<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
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</table>
I. Initiation Date: January 29, 2010

II. Course Information

A. College: College of Arts and Sciences
B. Course Title: Shakespeare
C. Course Number: ENGL A424
D. Credit Hours: 3 credits
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: Major works and a survey of Shakespearean criticism. Plays covered vary from semester to semester.
H. Status of Course: The course is a required course for the BA in English (literature option and education option) and for the Minor in English (literature emphasis).
I. Lab Fees: None
J. Coordination: UAA Faculty Listserv
K. Prerequisites: [ENGL A201 and ENGL A202] with a minimum grade of C
L. Registration Restrictions: None

III. Course Level Justification

As a course intended primarily for English Literature majors satisfying a core requirement of the major, this course builds on ENGL A201 and A202 (Masterpieces of World Literature I and II) and is best suited to senior-level students, who are best equipped to handle the intensive reading of texts in 16th-century English.
IV. Instructional Goals and Defined Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td>Use historical, biographical, and theatrical information and tools of analysis to discuss Shakespeare’s plays, in class recitation and in writing.</td>
<td>Class participation, oral reports, quizzes, tests, and a final exam.</td>
</tr>
<tr>
<td>Provide a background of Elizabethan and Jacobean history, Shakespeare’s biography, and the theatrical practices of Shakespeare’s day.</td>
<td>Discuss individual plays orally and in writing in such a way as to demonstrate mastery of their complexities of content and form.</td>
<td>Written reports and essays, oral reports, tests, and a final exam.</td>
</tr>
<tr>
<td>Analyze individual plays, using terms of literary analysis, and concepts of theatrical, social, and political history.</td>
<td>Perform comparisons of plays, and trace the development of genres, style, and ideas from first to last plays.</td>
<td>Essays, tests, and a final exam.</td>
</tr>
</tbody>
</table>

V. Topical Course Outline

The particular plays studied may vary from semester to semester. The following is a representative course outline:

A. Historical background of Shakespeare and his age
   1. Elizabethan and Jacobean history
   2. Shakespeare’s life and works
   3. Theatrical practice in Shakespeare’s day

B. Shakespeare’s comedies
   1. *The Taming of the Shrew*
   2. *A Midsummer Night’s Dream*
   3. *Much Ado About Nothing*

C. Shakespeare’s histories
   1. *Henry IV, Part One*
   2. *Henry IV, Part Two*
   3. *Henry V*

D. Shakespeare’s tragedies
   1. *Hamlet*
   2. *Othello*

E. Shakespeare’s romances
   1. *The Tempest*

VI. Suggested Texts


**VII. Bibliography**

Note: This is a selective list of references for teaching.


1a. School or College  
**HW CHSW**

1b. Division  
**ADHS Div of Human Svs Health Sci**

1c. Department  
**HUMS**

2. Course Prefix  
**HUMS**

3. Course Number  
**A107**

4. Previous Course Prefix & Number  
**N/A**

5a. Credits/CEUs  
**3**

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

6. Complete Course Title  
**History and Systems of Human Services**  
**History & Systems of Hums.**

Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:

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

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

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

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

12. ☐ Cross Listed with  
☐ N/A

☐ Stacked with  
☐ N/A

Cross-Listed Coordination Signature

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

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Initiator Name (typed): **Laura W. Kelley**  
Initiator Signed Initials: __________  
Date: __________

13b. Coordination Email  
Date: 2/22/10  
submitted to Faculty Listserv:  
[uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 2/22/10

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description  
(suggested length 20 to 50 words)  
Introduces the historical foundations of the human service profession focusing upon formative legislation and service delivery systems both historic and current.

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

16b. Test Score(s)  
N/A

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

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

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

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

19. Justification for Action  
Addition of new elective based on recent changes in accreditation standards.

Initiator (faculty only)  
**Laura Kelley**

Initiator (TYPE NAME)  
☑ Approved  
☐ Disapproved  
Date  
Dean/Director of School/College  
Date

☑ Approved  
☐ Disapproved  
Department Chairperson  
Date  
Undergraduate/Graduate Academic Board Chairperson  
Date

☑ Approved  
☐ Disapproved  
Curriculum Committee Chairperson  
Date  
Provost or Designee  
Date

Approved  
Disapproved  
Date

Approved  
Disapproved  
Date

Approved  
Disapproved  
Date
UNIVERITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: April 2010

II. Course Information
   a. College: College of Health and Social Welfare
   b. Course Title: History and Systems of Human Services
   c. Course Subject/Number: HUMS A107
   d. Credit Hours: 3 Credits
   e. Contact Hours: 3+0
   f. Grading Information: A-F
   g. Course Description: Introduces the historical foundations of the human service profession focusing upon formative legislation and service delivery systems both historic and current.
   h. Status of course relative to Degree or certificate program: Applies to AAS in Human Services
   i. Lab Fees: None
   j. Coordination: UAA Faculty Listserv
   k. Course Prerequisites: None
   l. Registration Restrictions: None

III. Course Level Justification
       Introductory course in the history and systems of the human service profession for AAS students.

IV. Outline

1. A Historical Survey of Human Services in the United States as a Movement and a Profession:
   1.1 The roots of altruism
   1.2 Moral treatment movement
   1.3 Progressive movement
   1.4 Mental hygiene movement
   1.5 Mental retardation
   1.6 Child welfare
   1.7 Public health
   1.8 The Depression
   1.9 The New Deal
   1.10 The Civil Rights Movement
   1.11 Managed care

2. Antecedent and Concurrent Social Conditions Influencing the Human Service Movement in the Unites States:
   2.1 Social and political systems
   2.2 The Cold War
   2.3 Political structures
   2.4 Economic and policy options
3. Foundational Human Service Developments:
   3.1 1945-1960: The GI Bill
   3.2 1960-1968: Elevated expectations of public service
   3.3 The Great Society
   3.4 Economic Opportunity Act
   3.5 1968-1990: Amendments to the Social Security Act
   3.6 1989-1990: Reagan administration
   3.7 1990-present: From civil to private disorder

4. The Human Service Generalist Concept
   4.1 The Southern Regional Education Board
   4.2 The mental health generalist concept
   4.3 Para-professional manpower development initiatives
   4.4 The Human Service title

5. Emergence of Human Service Profession and the Development of Undergraduate and Graduate Degree Programs
   5.1 The Manpower Development Act
   5.2 Registration and certification
   5.3 Roles and functions
   5.4 Thirteen functional roles
   5.5 Competency based educational model

6. Development of the Human Service Profession
   6.1 Relationship to other helping professionals
   6.2 Professional organizations
      6.2.1 National Council of Human Service Professionals
      6.2.1 National Organization of Human Service Educators
      6.2.2 National Organization of Human Services
      6.2.3 Council for Standards in Human Service Education

   7.1 Societal change
      7.1.1 The post industrial society
      7.1.2 The culture of poverty
      7.1.3 The fiscal crisis
      7.1.4 Responding to cultural pluralism
   7.2 Globalization
      7.2.1 Power and economic systems
      7.2.2 The underclass

8. The Past is Prologue
   8.1 Credentialing
      8.1.1 Center for Credentialing and Education
      8.1.2 Barrier Crimes Legislation
V. Instructional Goals:

1. Discuss the historical backdrop of human services as a movement and profession
2. Analyze the antecedent and concurrent social conditions influencing the human service movement
3. Discuss historically significant human service developments
4. Present the historic and current views of the human service generalist
5. Discuss the emergence of human service professional and the development of undergraduate and graduate degree programs
6. Analyze the human service challenges of the future through a systems perspective
7. Discuss the globalization of human services in relation to power and economic systems
8. Examine the past as prologue to the future of human services
9. Discuss credentialing processes in human services

VI. Student Outcomes

Students will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the historical backdrop of the human service movement and profession</td>
<td>Graded paper</td>
</tr>
<tr>
<td>Identify the antecedent and concurrent social conditions influencing the human service movement</td>
<td>Written examination</td>
</tr>
<tr>
<td>Analyze the historically significant developments in the human service movement</td>
<td>Graded paper and small group discussion</td>
</tr>
<tr>
<td>Identify the historic and current concepts of the human service generalist</td>
<td>Graded paper</td>
</tr>
<tr>
<td>Examine the educational history of undergraduate and graduate human service degree programs in the United States</td>
<td>Graded class discussion</td>
</tr>
<tr>
<td>Identify future challenges to the human services profession using a systems perspective</td>
<td>Graded paper</td>
</tr>
<tr>
<td>Explain the current credentialing process for professionals in the field of human services</td>
<td>Written examination</td>
</tr>
</tbody>
</table>

VII. Suggested Texts


VIII. Bibliography


Memorandum

To:    Hilary Davies, Chair- Undergraduate Academic Board and Brian Wick, Chair- CAS Curriculum Committee  
From:  John Riley, Chair- Department of Sociology  
Date:   2/7/10  
Re:     Proposed Changes in Sociology Program Requirements

The Department of Sociology is proposing changes to existing program requirements for students seeking B.A. and B.S. degrees in Sociology. We propose to replace the three areas of specialization described in the current catalog with a single set of requirements for all majors. The proposed revisions leave the core in place, and require students to take a total of 18 elective credits, 9 of which must be upper division.

We feel that simplification of the requirements will benefit our students without compromising the quality of the educational experience available to them at UAA. More importantly, we feel that a single common set of requirements is more appropriate given our desired program outcomes.

Enclosed you will find our completed Program Action Request form and a track-changes version of our catalog copy. I look forward to meeting with you to discuss our proposed revisions.
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College
AS CAS

1b. Division
ASSC Division of Social Science

1c. Department
Sociology

2. Complete Program Title/Prefix
BA/BS Sociology/SOC

3. Type of Program
☐ OEC
☐ Undergrad Certificate
☐ AA/AAS
☒ Baccalaureate
☐ Minor
☐ Post Baccalaureate
☐ Graduate
☐ Graduate Certificate
☐ Doctoral
☐ Specialty

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

PREFIX
☐ Add
☐ Change
☐ Inactivate

5. Implementation Date (semester/year)
From: Fall /2010  To:  /9999

6a. Coordination with Affected Units
Department, School, or College: CAS
Initiator Name (typed): John Riley
Initiator Signed Initials: _________  Date:________________

6b. Coordination Email submitted to Faculty Listserv (uua-faculty@lists.uaa.alaska.edu)
Date: 1/29/10

6c. Coordination with Library Liaison
Date: 10/21/09

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

8. Justification for Action
We are revising our program requirements to better take into account program outcomes, changes in our field, and the needs and interests of our students.

Initiator (faculty only)  Date
John Riley

Initiator (TYPE NAME)

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

☐ Approved  Undergraduate/Graduate Academic Board Chairperson  Date
☐ Disapproved

☐ Approved  Provost or Designee  Date
☐ Disapproved
Sociology is the scientific study of human interaction, social organization, and culture. As a social science, sociology seeks to describe, interpret, and explain variations in human conduct using empirical methods that include experiments, surveys, ethnographic observation, life histories, and historical and comparative approaches. Sociologists study many aspects of the human condition, including intimate relationships, ageing and the life-course, deviance and crime, population growth and migration, bureaucratic power and collective action, religion and ideology, and inequalities of race, gender, and social class. The curriculum in sociology provides a background in social theory and an opportunity for the acquisition of practical social science research skills. It is meant to offer students a contribution to a liberal arts education, preparation for graduate training, and preparation for careers in applied sociology in a variety of organizational settings.

**Honors in Sociology**
Students majoring in Sociology are eligible to graduate with departmental honors if they satisfy all of the following:

1. Meet all the requirements for a BA or BS degree in Sociology.
2. Maintain a grade point average of 3.50 or above in all Sociology courses.
3. Attain a score at or above the 90th percentile on the ETS Major Field Test.

**Bachelor of Arts, Sociology**

**Bachelor of Science, Sociology**

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

**Advising**

All Sociology majors are strongly encouraged to meet with their faculty advisors each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their faculty advisors when it appears that academic difficulties may arise.

**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. College of Arts and Sciences Requirements**
Complete the College of Arts and Sciences Requirements for either a BA or BS degree listed at the beginning of the CAS section.

**D. Major Requirements**

1. Complete Sociology core courses (19 credits):
   - SOC A101 Introduction to Sociology 3
   - SOC A307 Demography 3
   - SOC/PS A361 Social Science Research Methods 3
2. Complete an additional 18 credits of Sociology, 9 credits of which must be upper division.
3. Completion of 37 credits is required for the major in Sociology. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

**MINOR, SOCIOLOGY**
Students majoring in another subject who wish to minor in Sociology must complete the following requirements. A total of 21 credits is required for the minor.

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<th>Course Code</th>
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<td>SOC/PS A361</td>
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<td>SOC A402</td>
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<tr>
<td></td>
<td>Sociology electives, any level</td>
<td>6</td>
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</table>

**FACULTY**
Nancy Andes, Professor Emerita, AFNA@uaa.alaska.edu
Sharon Araji, Professor Emerita, AFSKA1@uaa.alaska.edu
Nelta Edwards, Associate Professor, nelta.edwards@uaa.alaska.edu
Chad Farrell, Assistant Professor, AFCRF@uaa.alaska.edu
Ann Jache, Term Assistant Professor, jache@uaa.alaska.edu
Zeynep Kılıç, Term Assistant Professor, AFZK@uaa.alaska.edu
Michael Pajot, Professor Emeritus, AFMEP@uaa.alaska.edu
Karl Pfeiffer, Associate Professor, AFKTP@uaa.alaska.edu
John Riley, Associate Professor/Chair, AFJPR@uaa.alaska.edu
Gale Smoke, Adjunct, glsmoke@alaska.net
Sociology is the study of social systems—the way they are formed, sustained, and changed—the scientific study of human interaction, social organization, and culture. As a social science, sociology seeks to describe, interpret, and explain variations in human conduct using empirical methods that include experiments, surveys, ethnographic observation, life histories, and historical and comparative approaches. Sociologists study many aspects of the human condition, including intimate relationships, aging and the life course, deviance and crime, population growth and migration, bureaucratic power and collective action, religion and ideology, and inequalities of race, gender, and social class. It is concerned with processes which shape individual communication, world views, and behavior.

The curriculum in sociology is meant to provide the student with the following: a contribution to a liberal arts education, preparation for graduate training in sociology, or preparation for applied sociology in the world of work. Within the major, students can select a specialization in Family and Life Cycles, Community and Change, or General Sociology with a focus on liberal arts. Within the Family and Community Specializations major must select either an academic or applied focus.

Honors in Sociology

Students majoring in Sociology are eligible to graduate with departmental honors if they satisfy all of the following:
1. Meet all the requirements for a BA or BS degree in Sociology.
2. Maintain a grade point average of 3.50 or above in all Sociology courses.
3. Attain a score at or above the 90th percentile on the ETS Major Field Test.

Bachelor of Arts, Sociology

Bachelor of Science, Sociology

Admission Requirements

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

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All Sociology majors are strongly encouraged to meet with their faculty advisors each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their faculty advisors when it appears that academic difficulties may arise.

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. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS
Complete the College of Arts and Sciences Requirements for either a BA or BS degree listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS

1. Complete Socioculture core courses (19 credits):
   - SOC A101 Introduction to Sociology  3
   - SOC A307 Demography  3
   - SOC/PS A361 Social Science Research Methods  3
   - SOC A402 Theories of Sociology  3
   - SOC/PSY A453 Application of Statistics to the Social Sciences  4
   - SOC A488 Capstone Seminar  3

   Note: Courses may not be applied to both categories A & B within an option.

2. Complete an additional 18 credits of Sociology, 9 credits of which must be upper division.
   one of the following options:
   Option I: Family and Life Cycles (18 credits)
      For majors specializing in small groups and family systems:
      A. Complete one general background course:
         - SOC A242 An Introduction to Marriage, Family, and Intimate Relationships (3)
         or
         - SOC A342 Sexual, Marital, and Family Lifestyles (3)
      B. Select either the academic emphasis or the applied emphasis:
         1) For the academic emphasis complete five courses from the following list or four courses from the following list and any other 3-credit Sociology course of your choice that is not used to meet another Sociology requirement:
            - SOC A242 Introduction to Marriage, Family, and Intimate Relationships (3)
            (may not be selected if used to meet general background course requirement)
            - SOC A246 Adolescence (3)
            - SOC A280 Seminar in Contemporary Issues (2)
            (if related to family and life cycles)
            - SOC A375 Social Psychology (3)
            - SOC A310 Sociology of Aging (3)
            - SOC A342 Sexual, Marital, and Family Lifestyles (3)
            (may not be selected if used to meet General Area course requirement)
      2) For the applied emphasis complete three courses from the above academic course list and 6 additional credits from the following list.
         - SOC A201 Social Problems and Solutions (3)
         - SOC A352 Women and Social Action (3)
         - SOC A357 Violence in Intimate Relationships (4)
         - SOC A380 Selected Topics in Contemporary Issues (2)
         (if related to family and life cycles)
   Option II: Community and Change (18 credits)
      For majors specializing in community and social change:
      A. Complete 6 credits from the following general background courses:
         - SOC A407 Sociology Practice (3)
      (may be repeated for up to 6 credits)
      B. Select either:
         1) Complete 3 credits from the following General Area course requirement:
            - SOC A201 Social Problems and Solutions (3)
         2) The Social Organization of...
Select one course from the following list:

SOC A375 Social Psychology (3)
SOC A351 Political Sociology (3)
SOC A363 Social Stratification (3)

B. Select either the academic emphasis or the applied emphasis:

1) For the academic emphasis complete four courses from the following list:

SOC A375 Social Psychology (3)
SOC A380 Seminar in Contemporary Issues (3)
SOC A390 Urban Sociology (3)
SOC A410 Sociology of Aging (3)
SOC A420 Sociology of Religion (3)
SOC A445 A370 Medical Sociology (3)
SOC A377 Men, Women and Change (3)
SOC A401 Environmental Sociology (3)
SOC A405 Social Change (3)
SOC A407 Formal Organizations (3)
SOC A408 Sociology of Race and Ethnicity (3)
SOC A480 Selected Topics/Contemporary Issues (3)

Complete the following:

2) For the applied emphasis complete 12 credits:

SOC JUST A454 Evaluation Research and Change (3)

a) For the remaining 9 credits, you may select all 9 credits from the following list:

SOC A392 Women and Social Action (3)
SOC A373 Strategies of Community Change (3)
SOC A467 Sociology Practicum (3) (may be repeated up to 6 credits)

or

b) Select 6 credits from the courses listed in Option II, b.3a) (above) and an additional course from the list in Option II, b.1.

Option III: General Sociology

For majors desiring a general sociology degree:

A. Complete three courses from the following list:

SOC A110 Introduction to Gerontology (3)
SOC A201 Social Problems and Solutions (3)
SOC A202 The Social Organization of Society (3)
SOC A275 Social Psychology (3)
SOC A343 Sociology of Deviant Behavior (3)
SOC A347 Sociology of Religion (3)
SOC PS A351 Political Sociology (3)
SOC A401 Environmental Sociology (3)
SOC A407 Formal Organizations (3)

B. Complete an additional three courses from the following list:

SOC A303 Juvenile Delinquency (3)
SOC A380 Seminar in Contemporary Issues (3)
SOC A392 Women and Social Action (3)
SOC A377 Men, Women and Change (3)
SOC A363 Social Stratification (3)
SOC A367 Gay and Lesbian Life Styles (3)
SOC A405 Social Change (3)
SOC A408 Sociology of Race and Ethnicity (3)
3. Completion of 37 credits is required for the major in Sociology. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

MINOR, SOCIOLOGY

Students majoring in another subject who wish to minor in Sociology must complete the following requirements. A total of 21 credits is required for the minor.

- SOC A101  Introduction to Sociology  3
- SOC/PS A361  Social Science Research Methods  3
- SOC A402  Theories of Sociology  3
- Upper division Sociology electives  6
- Sociology electives, any level  6

FACULTY

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Toni Jones, Adjunct, AETMJ@uaa.alaska.edu
Zeynep Kiliç, Term Assistant Professor/Instructional, AFZK@uaa.alaska.edu
Michael Pajot, Professor Emeritus, AFME@uaa.alaska.edu
Karl Pfeiffer, Associate Professor, AFKTP@uaa.alaska.edu
John Riley, Associate Professor/Chair, AFJPR@uaa.alaska.edu
Gale Smoke, Adjunct, glsmoke@alaska.net
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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>Mathematical Sciences</td>
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6. Complete Course Title
Introduction to Geometries
Introduction to Geometries
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
- Prefix
- Course Number
- Title
- Contact Hours
- Repeat Status
- Grading Basis
- Cross-Listed/Stacked
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- Class
- Level
- College
- Major
- Other CCG (please specify)

9. Repeat Status No # of Repeats Max Credits

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

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

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

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

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

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<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>Kanapathi Thiru</td>
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Initiator Name (typed): ____________________________ Initiator Signed Initials: ___________ Date: ______________

13b. Coordination Email
- Date: 2/10/2010
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: 2/10/2010
- Coordinated with Librarian Daria Carle

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

15. Course Description (suggested length 20 to 50 words)
Euclidean and non-Euclidean plane geometry and topics selected from affine geometry and projective geometry.

16a. Course Prerequisite(s) ([list prefix and number])
- MATH A202 and MATH A215

16b. Test Score(s)
- NA

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

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

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
Correct an error in the Instructional Goals of the current CCG; Update topical outline and bibliography.

Initiator (faculty only) ____________________________ Date: ______________

Mark Fitch
Initiator (TYPE NAME) ____________________________ Date: ______________

<table>
<thead>
<tr>
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<td>Dean/Director of School/College</td>
<td>Date</td>
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<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
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<td>Board Chairperson</td>
<td>Date</td>
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<td>Provost or Designee</td>
<td>Date</td>
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25
Course Information:

MATH A305, Introduction to Geometries  3.0 credits/ (3+0)

Course Description:
Euclidean and non-Euclidean plane geometry and topics selected from affine geometry and projective geometry.

Prerequisites: MATH A202 and MATH A215.
Grading Basis:  A-F

1. Instructional Goals and Student Outcomes
   (a) Instructional Goals. The instructor will:
       • Introduce the students to the concepts and proofs in classical geometry.
       • Present the development of Euclidean and non-Euclidean Geometry.
       • Explore alternate axiomatic systems.

   (b) Student Outcomes. Students will be able to:
       • Apply proof techniques to the axioms of classical geometries.
       • Understand proofs of key theorems.
       • Prove geometric results.

2. Guidelines for Evaluation
   Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation most probably will be based on tests covering the material found in the course. The grade will be based on how well the student masters the subject matter - knowing and using the concepts covered in the course. It is also appropriate to assess the student’s ability to express his/her knowledge and skill orally or in written compositions.

3. Course Level Justification
   Geometry is one of the principal areas in mathematics. A survey course at the junior level introduces the mathematical foundations of geometry and provides an accurate vocabulary for future study. The course may also serve to enrich (in some cases remediate) potential secondary school teachers in the subject. The usefulness of affine and projective geometry in computer graphics continues to grow. The historical non-Euclidean revolution of the 19th century is a major chapter in the history of thought.

   The prerequisite course MATH A202 (Calculus III) is the lowest level course in which the geometrical meaning of vector algebra in three dimensions is presented. This must be
available as an expository tool in MATH A305. The prerequisite course MATH A215 (Introduction to Mathematical Proofs) provides prior experience in proof techniques necessary to the full coverage of the topical content of MATH A305.

4. Topical Course Outline (not a syllabus)
   1. Preliminaries
      1.1. Prehistory of Geometry (optional)
      1.2. Properties of Axiomatic Systems
      1.3. Finite Geometries
   2. Classical Geometry (500 B.C. - 1800 A.D.)
      2.1. Neutral Geometry of the Triangle
      2.2. Euclid's Fifth Postulate: equivalent statements and consequences
      2.3. Euclidean Geometry of the Triangle
      2.4. Euclidean Geometry of the Circle
      2.5. Modern Theorems in Euclidean Geometry
   3. The Hyperbolic Parallel Postulate
      3.1. History (Saccheri, Bolyai, Lobachevskii, Gauss) (optional)
      3.2. Saccheri quadrilaterals and Omega triangles
      3.3. The Klein/Poincare models for hyperbolic Geometry
   4. Transformations and Geometry (Selected Topics)
      4.1. Affine Geometry
      4.2. Projective Geometry
      4.3. Transformational Geometry
      4.4. Applications to Computer Graphics

5. Suggested Text(s)

6. Bibliography
**Course Action Request**

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

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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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From: Fall/2010 To: 9999

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| Cross-Listed Coordination Signature |

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<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<tr>
<td>Frank Moore</td>
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<th>13c. Coordination with Library Liaison</th>
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submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

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<th>15. Course Description (suggested length 20 to 50 words)</th>
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Introduces students to subjects in the broad field of evolutionary computing, including genetic algorithms, evolution strategies, evolutionary programming, and genetic programming. Emphasis will be on the design, implementation, testing, debugging, and verification of correct programs.

<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<td>CS A330</td>
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<th>17. Mark if course has fees Standard CS Computer Lab Fee</th>
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<th>18. Mark if course is a selected topic course</th>
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<table>
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<tr>
<th>19. Justification for Action</th>
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This course was taught successfully as a selected topic course in the past, and the Department now wants to add this course permanently to the CS offerings.

<table>
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<tr>
<td>Frank Moore</td>
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Initiator (faculty only)
Frank Moore
Initiator (TYPE NAME)

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<th>Date</th>
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28
I. **Initiation Date:** February 01, 2010

II. **Course Information**

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<td>A-F</td>
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<td><strong>G. Course Description:</strong></td>
<td>Introduces students to subjects in the broad field of evolutionary computing, including genetic algorithms, evolution strategies, evolutionary programming, and genetic programming. Emphasis will be on the design, implementation, testing, debugging, and verification of correct programs.</td>
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**H. Status of Course relative to degree or certificate program:** Upper-division elective

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<tr>
<td><strong>L. Repeat Status:</strong></td>
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</table>

III. **Course Activities**

Three small projects will introduce students to three common paradigms for evolutionary algorithms (EA). For their final project, each team of students will identify a substantial optimization problem; select an EA variant to solve that problem; design, implement, test, and debug a solution; and present project results in a public forum.

IV. **Course Evaluation**

Students are graded on exams, small projects, one major project, report, and presentation.

V. **Instructional Goals and Student Outcomes**

**A. The instructor will:**

- Introduce students to the theory and practice of evolutionary computation.
- Impart an appreciation and understanding of how evolutionary techniques can be used to solve, or approximately solve, a wide variety of difficult optimization
problems that cannot be solved in a reasonable amount of computing time using traditional methodologies.

B. Student Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>Describe similarities and differences between biological evolution and evolutionary computing.</td>
<td>Exams</td>
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<tr>
<td>Utilize a variety of evolutionary computing techniques, including genetic algorithms, evolution strategies, evolutionary programming, and genetic programming.</td>
<td>Projects</td>
</tr>
<tr>
<td>Work with a team member to successfully implement programs that employ these evolutionary computing techniques to solve classic NP-hard (non-deterministic polynomial) optimization problems.</td>
<td>Projects</td>
</tr>
<tr>
<td>Analyze the results of several program runs for each project and effectively describe relevant conclusions in a written report.</td>
<td>Reports</td>
</tr>
<tr>
<td>Design, implement, test, and debug a moderately complex final software project.</td>
<td>Major Project</td>
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<tr>
<td>Present the results of this project in a public forum.</td>
<td>Presentation</td>
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</table>

VI. Course Level Justification

This course covers material normally introduced in 400-level undergraduate or 600-level graduate courses. The pre-requisite for this course is CS A330.

VII. Topical Course Outline

1. Introduction
   1.1 The evolutionary computing metaphor
   1.2 Inspiration from biology
   1.3 Evolutionary computing: why?

2. What Is an Evolutionary Algorithm (EA)?
   2.1 Components of EAs
   2.2 Applications
   2.3 Global optimization

3. Genetic Algorithm (GAs)
   3.1 Representations of individuals in GAs
   3.2 Mutation and recombination in GAs
3.3 GA population models
3.4 Parent and survivor selection in GAs
3.5 Example applications
3.6 Premature convergence and stagnation

4. Evolution Strategies (ES)
4.1 Representation in ES
4.2 Mutation and recombination in ES
4.3 Parent and survivor selection in ES
4.4 Self-adaptation
4.5 Applications of ES

5. Genetic Programming (GP)
5.1 Representation
5.2 Mutation and recombination in GP
5.3 Selection in GP
5.4 Bloat
5.5 Applications of GP

6. Advanced Topics
6.1 Classifier systems
6.2 Parameter control in EAs
6.3 Theory
   6.3.1 The schema theorem
   6.3.2 The no free lunch theorem
6.4 Coevolution

VIII. Suggested Texts


IX. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>CIS</td>
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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>☐ Preparatory/Development</td>
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<td>☐ CEU</td>
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<td>☐ Professional Development</td>
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| 8. Type of Action: | ☑ Add or | ☐ Change or | ☐ Delete |

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<tbody>
<tr>
<td>From: Fall/2010</td>
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<td>To:</td>
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| 12. | ☐ Cross Listed with |
|     | ☐ Stacked with |

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<tr>
<th>Cross-Listed Coordination Signature</th>
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13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
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<th>Impacted Program/Course</th>
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<td>1. English Department</td>
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<td>03/04/10</td>
<td>Dr. Judith Moore, Chair</td>
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<td>2. Communications &amp; Discourse Studies</td>
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<td>3.</td>
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Initiator Name (typed): John T. Pauli  
Initiator Signed Initials: ___________________ Date: ___________________

13b. Coordination Email Date: 03/08/10  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 03/08/10

14. General Education Requirement  
Mark appropriate box:  
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<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
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15. Course Description (suggested length 20 to 50 words)  
Focuses on improving writing, presentation, and teamwork skills within a managerial environment. Emphasizes the development of professional communication strategies based on audience analysis techniques. Lab sessions provide practical, hands-on exercises with emphasis on collaborative report writing and managerial presentations.

16a. Course Prerequisite(s) (list prefix and number)  
(CIS A110, ENGL A212, & (COMM A111 or COMM A241)) with a minimum grade of C  
16b. Test Score(s)  
N/A  
16c. Co-requisite(s) (concurent enrollment required)  
N/A  
16d. Other Restriction(s)  
| ☐ College | ☐ Major | ☐ Class | ☐ Level |

16e. Registration Restriction(s) (non-codable)  
BBA students with a catalog year earlier than 2010 – 2011 must take CIS A305 Managerial Presentations in lieu of CIS A280.

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

18. ☑ Mark if course is a selected topic course

19. Justification for Action  
The CBPP Assessment Program identified a need within the Bachelor of Business Administration Program for increased emphasis on written communications in a business environment. On a phased basis, this course will replace CIS A305 Managerial Presentations, our current core writing course. CIS A280 Managerial Communications adds a writing lab component to our program.
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated
   April 7, 2010

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: Bachelor of Business Administration; all CBPP Majors
   Course Title: Managerial Communications
   Course Number: CIS A280
   Credits: 3
   Contact Hours: 2 hours per week lecture x 15 weeks = 30 hrs.
   2 hours per week lab x 15 weeks = 30 hrs.
   6-9 hours per week outside class x 15 weeks = 90/135 hrs.
   Grading Basis: A - F
   Course Description: Focuses on improving writing, presentation, and teamwork
   skills within a managerial environment. Emphasizes the development of professional
   communication strategies based on audience analysis results. Lab sessions provide
   practical, hands-on exercises with emphasis on collaborative report writing and
   managerial presentations.
   Course Prerequisites: [CIS A110, ENGL A212, and (COMM A111 or COMM
   A241)] with a minimum grade of C.
   Registration Restrictions: BBA students with a catalog year earlier than 2010 –
   2011 must take CIS A305 Managerial Presentations in lieu of CIS A280.
   Fees: Standard CBPP computer lab fee.

III. Course Activities
   A. Discussion
   B. Multimedia presentations
   C. Class projects
   D. Lab sessions

IV. Guidelines for Evaluation
   A. Homework
   B. Individual presentations
   C. Writing assignments
   E. Team report
   F. Team presentations
   G. Lab activities
V. Course Level Justification

This course focuses on the further enhancement and business use of communication skills developed in the Tier 1 General Education Requirements (GER) courses. Successful completion of this course is required prior to obtaining upper division status within the College of Business and Public Policy.

VI. Outline

A. Introduction to Managerial Communications
   1. Characteristics of managerial communication
   2. Technology’s impact on organizational communications
   3. “Me to We” transition

B. Effective Teamwork in Business
   1. Defining teamwork in a business environment
   2. Establishing team roles and ground rules
   3. Establishing accountability
   4. Developing team-leadership skills
   5. Promoting a positive team environment
   6. Developing conflict management skills
   7. Making teamwork part of the organizational culture
   8. Analyzing teamwork simulation cases

C. Communication Ethics
   1. Communication ethics in business
   2. Statements of ethical principles
   3. The “front page” test
   4. Analyzing the communication aspects of fraud case studies

D. Understanding the Sharing of Knowledge
   1. Data, information, and knowledge analysis
   2. Intellectual capital in business organizations
   3. Communities of practice
   4. Data mining’s impact on research
   5. Producing a data collection plan

E. Business Report Writing
   1. Types of business reports
   2. Report writing process
   3. Problem-solving approach
   4. Virtues that effective reports share
   5. Managing data and using graphics
   6. Staff coordination process
   7. Business style guides and their uses
   8. Collaborative skills for team writing
F. Managerial Presentations
   1. Types of managerial presentations
   2. Presentation development process
   3. Design of presentation graphics
   4. Refining the delivery process
   5. Collaborative skills for team presentations

G. Special Topics
   1. Intellectual property
   2. 1976 Copyright Act
   3. Internal Business and Social Customs
   4. American Disability Act

VII. Suggested Texts


VIII. Bibliography


IX. **Instructional Goals and Student Outcomes**

A. Instructional Goals.

<table>
<thead>
<tr>
<th>The instructor will:</th>
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<tbody>
<tr>
<td>1. Demonstrate the skills and techniques used in planning and producing effective organizational communications.</td>
</tr>
<tr>
<td>2. Provide individual coaching and feedback sessions for each student to assist in the learner's development of managerial communication skills and acumen.</td>
</tr>
<tr>
<td>3. Facilitate a learning environment that replicates, as closely as possible, the communications situations that exist in businesses.</td>
</tr>
<tr>
<td>4. Guide students in application of their knowledge and skills of written and oral communication to the business environment.</td>
</tr>
<tr>
<td>5. Demonstrate basic analysis and design skills needed to produce effective business graphics.</td>
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B. Student Outcomes.

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment:</th>
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<tbody>
<tr>
<td><strong>1. Give Oral Presentations</strong></td>
<td>a. Homework and writing assignments</td>
</tr>
<tr>
<td>a. Author an effective audience analysis for a proposed business presentation.</td>
<td>b. Lab activities</td>
</tr>
<tr>
<td>b. Determine what presentation methods are most appropriate for a given presentation based upon a valid audience analysis.</td>
<td>c. Lab activities</td>
</tr>
<tr>
<td>c. Apply accepted business considerations to the design of visuals and handouts.</td>
<td>d. Individual presentations</td>
</tr>
<tr>
<td>d. Successfully deliver a persuasive business presentation.</td>
<td>e. Team presentations</td>
</tr>
<tr>
<td>e. Demonstrate the ability to receive, acknowledge, and answer questions during or following a business presentation.</td>
<td>-----------------------------------------------------------------------------------------------------</td>
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</table>
2. **Create Written Documents**
   a. Produce presentation and written materials that meet the published style standards of an organization concerning correct and effective style using unity, coherence, accurate wording, punctuation, grammar, and sentence structure.
   b. Demonstrate the application of adapted language to various international business arenas.

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<tr>
<td>b.</td>
<td>Lab activities</td>
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3. **Participate as a Team Member**
   a. Produce a formal business report which contains all of the front-end, body, and back-end materials.
   b. Conduct a team presentation on the finished report followed by a question and answer session.

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<tr>
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<td>b.</td>
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### Course Action Request

#### University of Alaska Anchorage

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

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<td>Computer Information Systems</td>
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Abbreviated Title for Transcript (30 characters)

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelors of Business Administration; all CBPP Majors</td>
<td>128-129, 132-134, 135-136</td>
<td>01/10/10</td>
<td>Dr. C. Patrick Fort, Chair, Undergraduate Program Committee, CBPP</td>
</tr>
<tr>
<td>2. Bachelors of Science, Aviation Technology</td>
<td>180</td>
<td>02/02/10</td>
<td>Rocky Capozzi, Director, Aviation Technology</td>
</tr>
<tr>
<td>3. Bachelors of Science, Medical Technology</td>
<td>204</td>
<td>02/02/10</td>
<td>Dr. Heidi Mannion, Director, Medical Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 03/08/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
</tr>
</tbody>
</table>

| 13c. Coordination with Library Liaison | Date: 03/08/10 |

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
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<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>☑ Oral Communication</td>
</tr>
<tr>
<td>☑ Written Communication</td>
</tr>
<tr>
<td>☑ Fine Arts</td>
</tr>
<tr>
<td>☑ Social Sciences</td>
</tr>
<tr>
<td>☑ Quantitative Skills</td>
</tr>
<tr>
<td>☑ Natural Sciences</td>
</tr>
<tr>
<td>☑ Humanities</td>
</tr>
<tr>
<td>☑ Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on quality managerial communications in a business environment. Uses computer software to create and refine presentation visuals and written assignments. Course strategies and organizational plans for composing business communications; for creating attractive documents and visuals; and how to effectively use projected visuals in oral presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number) (CIS A110 and ENGL A 212) with a minimum grade of C</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CIS A110 and ENGL A 212) with a minimum grade of C</td>
<td>N/A</td>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ College</td>
</tr>
<tr>
<td>☑ Major</td>
</tr>
<tr>
<td>☑ Class</td>
</tr>
<tr>
<td>☑ Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business and Public Policy majors must be admitted to upper-division standing. BBA students with a catalog year earlier than 2010 – 2011 must take CIS A305 Managerial Presentations in lieu of CIS A280</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. ☑ Mark if course has fees Standard CBPP computer lab fee</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CBPP Assessment Program identified a need within the Bachelor of Business Administration Program for increased emphasis on written communications in a business environment. On a phased basis, this course will be replaced by CIS A280 Managerial Communications which adds a writing lab to our programs. The phased transition from CIS A305 to CIS A280 permits an orderly adjustment period not only for CBPP, but also for the Aviation Technology and Medical Technology programs that use CIS A305 in their curricula.</td>
</tr>
</tbody>
</table>

<p>| 39 |</p>
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John T. Pauli</td>
<td></td>
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</table>

**Initiator (TYPE NAME)**

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

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
</tr>
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<table>
<thead>
<tr>
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<th>Disapproved</th>
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<tbody>
<tr>
<td>✔️</td>
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</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
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<tr>
<th>Provost or Designee</th>
<th>Date</th>
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<table>
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<th>Disapproved</th>
</tr>
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<tbody>
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<td>✔️</td>
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</tr>
</tbody>
</table>
# Coordination Matrix

## Proposed Changes to CIS A 305 Managerial Presentations

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Type</th>
<th>Catalog Page(s) Impacted</th>
<th>Coordination Date</th>
<th>Media</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors of Business Administration, Accounting</td>
<td>Program</td>
<td>128</td>
<td>1/10/2010</td>
<td>Rudy Fernandez, Chair</td>
<td></td>
</tr>
<tr>
<td>ACCT A316 Accounting Information Systems II</td>
<td>Course</td>
<td>305</td>
<td>1/10/2010</td>
<td>Rudy Fernandez, Chair</td>
<td></td>
</tr>
<tr>
<td>Bachelors of Business Administration, Management</td>
<td>Program</td>
<td>132</td>
<td>1/10/2010</td>
<td>Edward Forrest, Chair</td>
<td></td>
</tr>
<tr>
<td>Bachelors of Business Administration, Economics</td>
<td>Program</td>
<td>132</td>
<td>1/10/2010</td>
<td>James Murphy, Chair</td>
<td></td>
</tr>
<tr>
<td>Bachelors of Business Administration, Global Logistics &amp; Supply Chain Management</td>
<td>Program</td>
<td>132</td>
<td>1/10/2010</td>
<td>Darren Prokop, Chair</td>
<td></td>
</tr>
<tr>
<td>Bachelors of Business Administration, MIS</td>
<td>Program</td>
<td>136</td>
<td>1/10/2010</td>
<td>Minnie Yen, Chair</td>
<td></td>
</tr>
<tr>
<td>CIS A310 Analysis of Business Systems</td>
<td>Course</td>
<td>351</td>
<td>3/5/2010</td>
<td>Minnie Yen, Chair</td>
<td></td>
</tr>
<tr>
<td>CIS A376 Management Information Systems</td>
<td>Course</td>
<td>351</td>
<td>3/5/2010</td>
<td>Minnie Yen, Chair</td>
<td></td>
</tr>
<tr>
<td>Bachelors of Science, Aviation Technology</td>
<td>Program</td>
<td>180</td>
<td>10/3/2008 2/22/2010</td>
<td>E-Mail Coordination Messages</td>
<td>Rocky Capozzi, Director</td>
</tr>
<tr>
<td>Bachelors of Science, Medical Technology</td>
<td>Program</td>
<td>204</td>
<td>10/13/2008 2/22/2010</td>
<td>E-Mail Coordination Messages</td>
<td>Heidi Mannion, Director</td>
</tr>
</tbody>
</table>

**CBPP Faculty Meetings and subsequent curriculum and assessment activities F2009_S2010**
I. Date Initiated
   April 7, 2010

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: Bachelors of Business Administration; all CBPP Majors
            Bachelors of Science, Medical Technology
            Bachelors of Science, Aviation Technology
   Course Title: Managerial Presentations
   Course Number: CIS A305
   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: Focuses on quality managerial communications in a
                     business environment. Uses computer software to create and refine
                     presentation visuals and written assignments. Course strategies and
                     organizational plans for composing business communications; for creating
                     attractive documents and visuals; and how to effectively use projected visuals
                     in oral presentations.
   Course Prerequisite: (CIS A110 and ENGL A212) with a minimum grade of C
   Registration Restrictions: College of Business and Public Policy majors must be
                             admitted to upper-division standing. BBA students with a catalog year earlier than
                             2010 – 2011 must take CIS A305 Managerial Presentations in lieu of CIS A280
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Multimedia presentations
   B. Discussion
   C. Class projects

IV. Guidelines for Evaluation
   A. Individual presentations
   B. Writing assignments
   C. Quizzes
   D. Computer projects
   E. Team presentation
   F. Presentation graphics
V. Course Level Justification
Students must bring to this course the prerequisite skills developed in lower-division English, communications, and computer courses.

VI. Course Outline
A. Speaking Your Way to the Top
   1. Understanding business presentations
   2. Defining purpose and business audience
   3. Organizing presentations
   4. Developing informative presentations
   5. Organizing team presentations
   6. Designing a persuasive presentation
   7. Using visual aids effectively
   8. Perfecting delivery techniques
   9. Evaluating your presentation

B. Management Communication in Transition
   1. What managers do all day
   2. The roles managers play
   3. Major characteristics of the manager's job
   4. Talk is the work
   5. Major channels of managerial communications
   6. The role of writing

C. Business Communication Strategy
   1. Levels of communication
   2. Barriers to communication
   3. Communicating strategically
   4. Successful strategic business communication
   5. Why communicating as a manager is different
   6. The tactics of managerial communicators

D. Communication Ethics
   1. Applying ethical standards to management communication
   2. Statements of ethical principles
   3. The "Front Page" Test

E. Crossing the Bridge from Academic to Business Communications
   1. From “Me to Us”
   2. Collaborative business communications
   3. The revision ladder

F. Computer Graphic Design
   1. Effective font styles, colors, and sizes
   2. Impacts of contrast and movement
   3. Emphasis techniques
   4. Ethical responsibilities of graphic design
   5. Projection characteristics
VII. Recommended Texts


VIII. Bibliography


IX. Instructional Goals and Student Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
</tr>
<tr>
<td>1. Facilitate the application of knowledge and skills developed in lower-division technical writing, communications, and computer courses to business presentation scenarios.</td>
</tr>
<tr>
<td>2. Provide individual coaching and feedback sessions for each student to assist in the learner's development of business communication skills and acumen.</td>
</tr>
<tr>
<td>3. Orchestrate a learning environment that replicates, as closely as possible, the communications situations that exist today in U.S. businesses.</td>
</tr>
<tr>
<td>4. Demonstrate the skills and techniques used in planning and presenting effective presentations in the workplace.</td>
</tr>
</tbody>
</table>
### B. Student Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct an effective audience analysis for proposed business presentations</td>
<td>Writing assignments</td>
</tr>
<tr>
<td>2. Identify the basic informational and persuasive communication strategies that are effective in business presentations</td>
<td>Quizzes</td>
</tr>
<tr>
<td>3. Determine what presentation methods would be most appropriately used based upon a validated audience analysis</td>
<td>Individual presentations</td>
</tr>
<tr>
<td>4. Produce presentation materials that meet published style standards concerning unity, coherence, punctuation, grammar, and structure</td>
<td>Writing assignments and computer projects</td>
</tr>
<tr>
<td>5. Coordinate individual verbal and non-verbal presentation styles into an effective team presentation</td>
<td>Team presentation</td>
</tr>
<tr>
<td>6. Produce written various business documents that are proof ready for signature and/or distribution</td>
<td>Writing assignments</td>
</tr>
<tr>
<td>7. Design effective and ethical responsible projection graphics</td>
<td>Presentation graphics</td>
</tr>
</tbody>
</table>
To: Chair, Undergraduate Academic Board, Faculty Senate

From: Dr. Pat Fort, Chair, Undergraduate Program Committee, CBPP

Subject: Bachelor of Business Administration Program, Accounting

This memorandum addresses the proposed changes to the Bachelor of Business Administration (BBA) Program outlined in this Program Action Request (PAR) as it pertains to the Accounting Major.

The College of Business and Public Policy's Educational Effectiveness Assessment Plan and our Strategic Initiatives Areas articulate a renewed commitment to effective business communications, demonstrated professional ethics, and improved business etiquette. The minor modifications discussed in this memorandum are the results of the CBPP Assessment Committee's evaluation of the BBA, Accounting Program.

Modification One: Revised Managerial Communications Course:

CIS A305 Managerial Presentations is an upper-division course designed to integrate the knowledge, skills and attributes developed by our students in Tier 1 GER courses into their major study areas. Based on assessment feedback, we are proposing the following changes:

1. On a phased basis, replace CIS A305 Managerial Presentations with a new course: CIS A280 Managerial Communications. Our current course is a three-hour lecture course. CIS A280 will be three credit hours; however, it will be two hours lecture and two hours lab. The additional one-hour contact time each week will permit us to expand our in-class writing activities. In addition to the increased CIS A280 written component, at least three other core, upper-division BBA courses will have substantive writing assignments that will enable us to track our student's written communication skills.

2. Successful completion of the new course will be required to gain upper-division standing in the College of Business and Public Policy (CBPP). This placement at the 200 level ensures that students complete this course prior to starting their upper division studies. Currently, many students do not complete CIS A305 until their senior year. This new course will focus on the integration of Tier 1 Oral and Written Communication Skills in a business/organizational environment. Lab sessions would emphasize individual and collaborative writing on topics applicable to a managerial audience.

3. Since this change affects all BBA programs, the Bachelor of Science, Aviation Technology, and the Bachelor of Science, Medical Technology, a phased transition process from CIS A305 Managerial Presentations to CIS A280 Managerial Communications will be needed. We estimate the transition period will span approximately three-academic years. Assuming curriculum approval is obtained in time for the 2010-2011 UAA Catalog, the process will be as follows:
a. Students with a Catalog Year prior to Fall 2010 will enroll in CIS A305 to fulfill their current program requirements.

b. Students with a Catalog Year of Fall 2010 and later would take the new CIS A280 Managerial Communications course.

c. During the transition period, the total number of students supported by these two courses (CIS A305 and CIS A280) should not be significantly different from the number of students currently enrolling in CIS A305.

d. CIS A 305 Managerial Presentations will be dropped as an active course at the end of this transition period.

Modification Two: BA A462 Strategic Management Replaces BA A488 The Environment of Business.

BA A462 Strategic Management is a current course offering in the Bachelor of Business Administration Program. This modification will replace BA 488 The Environment of Business in the current Accounting Program with BA A462. The primary reasons for this program modification are as follows:

1. Students are placed in the decision-making context of the CEO/Top Management Team. This permits constructivist learning, helping to integrate the curriculum; students will build on the full range of the business curriculum learning and apply it to a variety of contexts. Rational, open and natural systems thinking is promoted.

2. The course permits the assessment of a large number of CBPP Assurance of Learning goals. The timing of BA 462, towards the end of a student's degree program, allows for an appropriate point in time to measure student outcomes. The study of contexts such as industry environments, allows for the selection of subject matter.
1a. School or College
CB CBPP

1b. Division
ADBP Division of Business Programs

1c. Department
Accounting

2. Complete Program Title/Prefix
Bachelor of Business Administration: Accounting

3. Type of Program
☐ OEC
☐ Undergrad Certificate
☐ AA/AAS
☒ Baccalaureate
☐ Minor
☐ Post Baccalaureate
☐ Graduate
☐ Graduate Certificate
☐ Doctoral
☐ Specialty

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

PREFIX
☐ Add
☐ Change
☐ Inactivate

5. Implementation Date (semester/year)
From: Fall 2010
To: 9999/9999

6a. Coordination with Affected Units
Department, School, or College: Accounting, Business Administration: Economics; Global Logistics and Supply Chain Management, and Computer Information Systems Departments
Initiator Name (typed): Dr. C. Patrick Fort
Initiator Signed Initials: _________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 03/08/10

6c. Coordination with Library Liaison
Date: 03/08/10

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

8. Justification for Action
The revisions covered by this Program Action Request (PAR) are minor changes to the Bachelor of Business Administration, Accounting Program. The changes involve the replacement of two core courses within the established curriculum: CIS A305 Managerial Presentations is replaced by a new course entitled CIS A280 Managerial Communications, and BA A488 The Environment of Business is replaced by an existing course BA A 462 Strategic Management. These revisions are the results of the CBPP Assessment Program that identified a need within the BBA Program for increased emphasis on business strategy and written managerial communications.

Initiator (faculty only)
Dr. C. Patrick Fort
Date

Initiator (TYPE NAME)

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic
Date

☐ Approved
☐ Disapproved
Board Chairperson
Date

☐ Approved
☐ Disapproved
Provost or Designee
Date
BACHELOR OF BUSINESS ADMINISTRATION, ACCOUNTING

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

ADMISSION REQUIREMENTS TO UPPER DIVISION COURSES
1. Completion of at least 39-40 credits with a cumulative GPA of 2.25 or higher.
2. Completion of each of the following courses with a grade of C or better:
   - ACCT A201 Principles of Financial Accounting 3
   - ACCT A202 Principles of Managerial Accounting 3
   - BA A273 Introduction to Statistics for Business and Economics 3
   - CIS A110 Computer Concepts in Business 3
   - CIS A280 Managerial Communications 3
   - ECON A201 Principles of Macroeconomics 3
   - ECON A202 Principles of Microeconomics 3
   - ENGL A111 Methods of Written Communication 3
   - ENGL A212 Technical Writing 3
   - MATH A107 College Algebra (4) 3-4
     or
     - MATH A172 Applied Finite Mathematics (3)
     - Oral Communication Skills GER 3
       - COMM A111 Fundamentals of Oral Communications (3)
       or
       - COMM A241 Public Speaking (3)
3. Completion of any combination of at least 9 credits in the following General Education disciplinary areas:
   - Fine Arts
   - Humanities
   - Natural Sciences

Admission to Upper Division Status
BBA students in Accounting who do not meet the above standards may not take upper division courses in ACCT, BA, CIS, or LOG.

Other students who meet course prerequisites may take up to 15 upper division ACCT, BA, CIS and LOG credits without being formally admitted to a BBA program. All students must apply for admission to a BBA program before accumulating more than 15 such credits. Please contact the Student Information Office for assistance in applying for admission to upper division standing within the College of Business and Public Policy.

Conditional Admission to Upper Division Status
A student classified as being conditionally admitted to upper division status may take upper division ACCT, BA, CIS, and LOG courses for one semester only, while completing lower division deficiencies.

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. COLLEGE OF BUSINESS AND PUBLIC POLICY REQUIREMENTS FOR ACCOUNTING MAJORS

Students earning a BBA degree must complete at least 50 percent of their required business credits at the University of Alaska Anchorage. All ACCT, BA, CIS, ECON, LGOP, and LOG courses are considered business credits for the purpose of this requirement.

1. Complete the BBA core requirements:
   The following courses must be completed with a C or better.
   - ACCT A201* Principles of Financial Accounting 3
   - ACCT A202 Principles of Managerial Accounting 3
   - BA A273 Introduction to Statistics for Business and Economics 3
   - CIS A110 Computer Concepts in Business 3
   - ECON A201 Principles of Macroeconomics 3
   - ECON A202 Principles of Microeconomics 3
   - ENGL A212 Technical Writing 3
   - MATH A107 College Algebra (4) 3-4
   or
   - MATH A172 Applied Finite Mathematics (3)
   or
   - MATH A272 Applied Calculus (3)

   *The ACCT A101 Principles of Financial Accounting I and ACCT A102 Principles of Financial Accounting II sequence may be used to satisfy the ACCT A201 requirement for this degree.

   Note: Students who plan to attend graduate school are encouraged to take MATH A107, MATH A200, MATH A201 Calculus II, and MATH A202 Calculus III instead of MATH A172 and MATH A272. MATH A108 (Trigonometry) is a prerequisite for MATH A200

2. Complete these upper division core courses with a grade of C or better:
   - ACCT A316 Accounting Information Systems II 3
   - BA A300 Organizational Theory and Behavior 3
   - BA A325 Corporate Finance 3
   - BA A343 Principles of Marketing 3
   - BA A377 Operations Management 3
   - BA A462 Strategic Management 3

D. MAJOR REQUIREMENTS

1. Complete the following requirements with a C or better:
   - ACCT A216 Accounting Information Systems I 3
   - ACCT A301 Intermediate Accounting I 3
   - ACCT A302 Intermediate Accounting II 3
   - ACCT A310 Income Tax 3
   - ACCT A342 Managerial Cost Accounting 3
   - ACCT A452 Auditing (integrative capstone) 3
   - BA/JUST A241 Business Law I 3
   - Accounting electives* 6
     - ACCT A401 Advanced Accounting (3)
     - ACCT A410 Advanced Income Tax (3)
     - ACCT A420 Fraud Examination (3)
     - ACCT A430 Governmental and Non-Profit Accounting (3)
     - ACCT A453 Internal Auditing (3)
   - Upper division ECON elective 3
   or BA A375 Statistics for Business and Economics

   *Approved Accounting electives (6 credits) must be selected from the following courses and passed with a C or better:
2. A total of 120 credits is required for the degree, of which 42 credits must be upper division.
BACHELOR OF BUSINESS ADMINISTRATION, ACCOUNTING

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

ADMISSION REQUIREMENTS TO UPPER DIVISION COURSES
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2. Completion of each of the following courses with a grade of C or better:
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   - CIS A110 Computer Concepts in Business 3
   - CIS A280 Managerial Communications 3
   - ECON A201 Principles of Macroeconomics 3
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   - ENGL A212 Technical Writing 3
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     - COMM A111 Fundamentals of Oral Communications (3)
   or
     - COMM A241 Public Speaking (3)
3. Completion of any combination of at least 9 credits in the following General Education disciplinary areas:
   - Fine Arts
   - Humanities
   - Natural Sciences

Admission to Upper Division Status
BBA students in Accounting who do not meet the above standards may not take upper division courses in ACCT, BA, CIS, or LOG.

Other students who meet course prerequisites may take up to 15 upper division ACCT, BA, CIS and LOG credits without being formally admitted to a BBA program. All students must apply for admission to a BBA program before accumulating more than 15 such credits. Please contact the Student Information Office for assistance in applying for admission to upper division standing within the College of Business and Public Policy.

Conditional Admission to Upper Division Status
A student classified as being conditionally admitted to upper division status may take upper division ACCT, BA, CIS, and LOG courses for one semester only, while completing lower division deficiencies.

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
C. **COLLEGE OF BUSINESS AND PUBLIC POLICY REQUIREMENTS FOR ACCOUNTING MAJORS**

Students earning a BBA degree must complete at least 50 percent of their required business credits at the University of Alaska Anchorage. All ACCT, BA, CIS, ECON, LGOP, and LOG courses are considered business credits for the purpose of this requirement.

1. Complete the BBA core requirements:
   - The following courses must be completed with a C or better.
   - **ACCT A201** Principles of Financial Accounting 3
   - **ACCT A202** Principles of Managerial Accounting 3
   - **BA A273** Introduction to Statistics for Business and Economics 3
   - **CIS A110** Computer Concepts in Business 3
   - **ECON A201** Principles of Macroeconomics 3
   - **ECON A202** Principles of Microeconomics 3
   - **ENGL A212** Technical Writing 3
   - **MATH A107** College Algebra (4) 3-4
   - or **MATH A172** Applied Finite Mathematics (3)
   - **MATH A200** Calculus I (4) 3-4
   - or **MATH A272** Applied Calculus (3)

   *The ACCT A101 Principles of Financial Accounting I and ACCT A102 Principles of Financial Accounting II sequence may be used to satisfy the ACCT A201 requirement for this degree.

   Note: Students who plan to attend graduate school are encouraged to take MATH A107, MATH A200, MATH A201 Calculus II, and MATH A202 Calculus III instead of MATH A172 and MATH A272. MATH A108 (Trigonometry) is a prerequisite for MATH A200.

2. Complete these upper division core courses with a grade of C or better:
   - **ACCT A316** Accounting Information Systems II 3
   - **BA A300** Organizational Theory and Behavior 3
   - **BA A325** Corporate Finance 3
   - **BA A343** Principles of Marketing 3
   - **BA A377** Operations Management 3
   - **BA A462** Strategic Management 3
   - **BA A488** The Environment of Business 3
   - **CIS A305** Managerial Presentations 3

D. **MAJOR REQUIREMENTS**

1. Complete the following requirements with a C or better:
   - **ACCT A216** Accounting Information Systems I 3
   - **ACCT A301** Intermediate Accounting I 3
   - **ACCT A302** Intermediate Accounting II 3
   - **ACCT A310** Income Tax 3
   - **ACCT A342** Managerial Cost Accounting 3
   - **ACCT A452** Auditing (integrated capstone) 3
   - **BA/JUST A241** Business Law I 3

   Accounting electives* 6
   - **ACCT A401** Advanced Accounting (3)
   - **ACCT A410** Advanced Income Tax (3)
   - **ACCT A420** Fraud Examination (2)
   - **ACCT A450** Governmental and Non-Profit Accounting (3)
   - **ACCT A453** Internal Auditing (3)

   Upper division ECON elective 3
or BA A375 Statistics for Business and Economics

*Approved Accounting electives (6 credits) must be selected from the following courses and passed with a C or better:

- ACCT A401 Advanced Accounting (3)
- ACCT A410 Advanced Income Tax (3)
- ACCT A420 Fraud Examination (3)
- ACCT A430 Governmental and Non-Profit Accounting (3)
- ACCT A453 Internal Auditing (3)

2. A total of 120 credits is required for the degree, of which 45-48 credits must be upper division.
To: Chair, Undergraduate Academic Board, Faculty Senate

From: Dr. Pat Fort, Chair, Undergraduate Program Committee, CBPP

Subject: Bachelor of Business Administration Program, Management Information Systems

This memorandum addresses the proposed changes to the Bachelor of Business Administration (BBA) Program outlined in this Program Action Request (PAR) as it pertains to the Management Information Systems Major.

The College of Business and Public Policy's Educational Effectiveness Assessment Plan and our Strategic Initiatives Areas articulate a renewed commitment to effective business communications, demonstrated professional ethics, and improved business etiquette. The minor modifications discussed in this memorandum are the results of the CBPP Assessment Committee's evaluation of the BBA, Management Information Systems Program.

Modification One: Revised Managerial Communications Course:

CIS A305 Managerial Presentations is an upper-division course designed to integrate the knowledge, skills and attributes developed by our students in Tier 1 GER courses into their major study areas. Based on assessment feedback, we are proposing the following changes:

1. On a phased basis, replace CIS A305 Managerial Presentations with a new course: CIS A280 Managerial Communications. Our current course is a three-hour lecture course. CIS A280 will be three credit hours; however, it will be two hours lecture and two hours lab. The additional one-hour contact time each week will permit us to expand our in-class writing activities. In addition to the increased CIS A280 written component, at least three other core, upper-division BBA courses will have substantive writing assignments that will enable us to track our student's written communication skills.

2. Successful completion of the new course will be required to gain upper-division standing in the College of Business and Public Policy (CBPP). This placement at the 200 level ensures that students complete this course prior to starting their upper division studies. Currently, many students do not complete CIS A305 until their senior year. This new course will focus on the integration of Tier 1 Oral and Written Communication Skills in a business/organizational environment. Lab sessions would emphasize individual and collaborative writing on topics applicable to a managerial audience.

3. Since this change affects all BBA programs, the Bachelor of Science, Aviation Technology, and the Bachelor of Science, Medical Technology, a phased transition process from CIS A305 Managerial Presentations to CIS A280 Managerial Communications will be needed. We estimate the transition period will span approximately three-academic years. Assuming curriculum approval is obtained in time for the 2010-2011 UAA Catalog, the process will be as follows:
a. Students with a Catalog Year prior to Fall 2010 will enroll in CIS A305 to fulfill their current program requirements.

b. Students with a Catalog Year of Fall 2010 and later would take the new CIS A280 Managerial Communications course.

c. During the transition period, the total number of students supported by these two courses (CIS A305 and CIS A 280) should not be significantly different from the number of students currently enrolling in CIS A305.

d. CIS A 305 Managerial Presentations will be dropped as an active course at the end of this transition period.

Modification Two: BA A462 Strategic Management Replaces BA A488 The Environment of Business.

BA A462 Strategic Management is a current course offering in the Bachelor of Business Administration Program. This modification will replace BA 488 The Environment of Business in the current Management Information Systems Program with BA A462. The primary reasons for this program modification are as follows:

1. Students are placed in the decision-making context of the CEO/Top Management Team. This permits constructivist learning, helping to integrate the curriculum; students will build on the full range of the business curriculum learning and apply it to a variety of contexts. Rational, open and natural systems thinking is promoted.

2. The course permits the assessment of a large number of CBPP Assurance of Learning goals. The timing of BA 462, towards the end of a student's degree program, allows for an appropriate point in time to measure student outcomes. The study of contexts such as industry environments, allows for the selection of subject matter.
1a. School or College
   CB CBPP
1b. Division
   ADBP Division of Business Programs
1c. Department
   Computer Information Systems

2. Complete Program Title/Prefix
   Bachelor of Business Administration: Management Information Systems

3. Type of Program
   ☐ OEC  ☐ Undergrad Certificate  ☐ AA/AAS  ☑ Baccalaureate  ☐ Minor
   ☐ Post Baccalaureate Certificate  ☐ Graduate  ☐ Graduate Certificate  ☐ Doctoral  ☐ Specialty

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

   PREFIX
   ☐ Add  ☐ Change  ☐ Inactivate

5. Implementation Date (semester/year)
   From: Fall/2010  To: 9999/9999

6a. Coordination with Affected Units
   Department, School, or College: Accounting, Business Administration: Economics; Global Logistics and Supply Chain Management, and Computer Information Systems Departments
   Initiator Name (typed): Dr. C. Patrick Fort
   Initiator Signed Initials: _________
   Date: __________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.aaa.alaska.edu)
   Date: 03/08/10

6c. Coordination with Library Liaison
   Date: 03/08/10

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

8. Justification for Action
   The revisions covered by this Program Action Request (PAR) are minor changes to the Bachelor of Business Administration, Management Information Systems Program. The changes involve the replacement of two core courses within the established curriculum: CIS A305 Managerial Presentations is replaced by a new course entitled CIS A280 Managerial Communications, and BA A488 The Environment of Business is replaced by an existing course BA A 462 Strategic Management. These revisions are the results of the CBPP Assessment Program that identified a need within the BBA Program for increased emphasis on business strategy and written managerial communications.

Initiator (faculty only)
Dr. C. Patrick Fort
Date

Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic
Date

Approved
Disapproved
Board Chairperson

Approved

Provost or Designee
Date

Approved
Disapproved
Department Chairperson
Date

Approved
Disapproved
Curriculum Committee Chairperson
Date

BACHELOR OF BUSINESS ADMINISTRATION,
MANAGEMENT INFORMATION SYSTEMS

ADMISSION REQUIREMENTS

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

ADMISSION REQUIREMENTS TO UPPER DIVISION COURSES

1. Completion of at least 39-40 credits with a cumulative GPA of 2.25 or higher.
2. Completion of each of the following courses with a grade of C or better:
   - ACCT A201  Principles of Financial Accounting  3
   - ACCT A202  Principles of Managerial Accounting  3
   - BA/JUST A241  Business Law I  3
   - BA A273  Introduction to Statistics for Business and Economics  3
   - CIS A110  Computer Concepts in Business  3
   - CIS A280  Managerial Communications  3
   - ECON A201  Principles of Macroeconomics  3
   - ECON A202  Principles of Microeconomics  3
   - ENGL A111  Methods of Written Communication  3
   - ENGL A212  Technical Writing  3
   - MATH A107  College Algebra (4) 3-4
   or
   - MATH A172  Applied Finite Mathematics (3)
   - Oral Communication Skills GER  3
   - COMM A11  Fundamentals of Oral Communications (3)
   or
   - COMM A241  Public Speaking (3)
3. Completion of any combination of at least 9 credits in the following General Education disciplinary areas:  9
   - Fine Arts
   - Humanities
   - Natural Sciences

Admission to Upper Division Status

BBA students in Management Information Systems who do not meet the above standards may not take upper division courses in ACCT, BA, CIS, or LOG.

Other students who meet course prerequisites may take up to 15 upper division ACCT, BA, CIS, and LOG credits without being formally admitted to a BBA program. All students must apply for admission to a BBA program before accumulating more than 15 such credits. Please contact the Student Information Office for assistance in applying for admission to upper division standing within the College of Business and Public Policy.

Conditional Admission to Upper Division Status

A student classified as being conditionally admitted to upper division status may take upper division ACCT, BA, CIS and LOG courses for one semester only, while completing lower division deficiencies.

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. COLLEGE OF BUSINESS AND PUBLIC POLICY REQUIREMENTS:

MANAGEMENT INFORMATION SYSTEMS MAJOR

Students earning a BBA degree must complete at least 50 percent of their required business credits at the University of Alaska Anchorage. All ACCT, BA, CIS, ECON, LGOP, and LOG courses are considered business credits for the purpose of this requirement.

1. Complete the Business core requirements with a grade of C or better:
   - ACCT A201* Principles of Financial Accounting 3
   - ACCT A202 Principles of Managerial Accounting 3
   - BA A273 Introduction to Statistics for Business and Economics 3
   - CIS A110 Computer Concepts in Business 3
   - CIS A280 Managerial Communications 3
   - ECON A201 Principles of Microeconomics 3
   - MATH A107 College Algebra (4) 3-4
      or
   - MATH A172 Applied Finite Mathematics (3)
   - MATH A200 Calculus I (4) 3-4
      or
   - MATH A272 Applied Calculus (3)

*The ACCT A101 and ACCT A102 sequence may be used to satisfy the ACCT A201 requirement for this degree.

Note: Students who plan to attend graduate school are encouraged to take MATH A107 and MATH A200, MATH A201 Calculus II, MATH A202 Calculus III instead of MATH A172 and MATH A272. MATH A108 (Trigonometry) is a prerequisite for MATH A200

2. Complete the following requirements. The following courses must be completed with a grade of C or better prior to graduating:
   - BA A300 Organizational Theory and Behavior 3
   - BA A325 Corporate Finance 3
   - BA A343 Principles of Marketing 3
   - BA A377 Operations Management 3
   - BA A462 Strategic Management 3
   - CIS A376 Management Information Systems (Integrative Capstone) 3

D. MAJOR REQUIREMENTS

1. Complete the following required courses with a grade of C or better:
   - CIS A210 Contemporary Business Applications Development 3
   - CIS A310 Analysis of Business Systems 3
   - CIS A330 Database Management Systems 3
   - CIS A345 Managing Data Communication and Computer Networks 3
   - CIS A410 Project Management 3
   - CIS A489 Systems Design, Development and Implementation 3

2. Complete 12 credits of upper division program electives approved by the department with a grade of C or better.
   These may include, but are not limited to:
   - CIS A360 Object-Oriented Programming in Net (3)
   - CIS A361 Advanced Programming for Business Applications (3)
   - CIS A365 Object-Oriented Programming (3)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CIS A390</td>
<td>Selected Topics in Management</td>
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<td>CIS A395</td>
<td>Programmer/Analyst Internship</td>
<td>(1-6)</td>
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<td>CIS A420</td>
<td>Consulting and Training End Users</td>
<td>(3)</td>
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<tr>
<td>CIS A421</td>
<td>Multimedia Authoring</td>
<td>(3)</td>
</tr>
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<td>CIS A430</td>
<td>Client-Server Programming for</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>CIS A445</td>
<td>Advanced Network Management</td>
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<td>CIS A460</td>
<td>Web Development in the .Net</td>
<td>(3)</td>
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<td>CIS A495</td>
<td>Systems Analyst/User Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internship (1-6)</td>
<td>(3)</td>
</tr>
<tr>
<td>CIS A498</td>
<td>Individual Research Project</td>
<td>(1-6)</td>
</tr>
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<td>ECON A312</td>
<td>Econometrics for Business and</td>
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<td></td>
<td>Economics (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>ECON A429</td>
<td>Business Forecasting</td>
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</tr>
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3. A minimum of CIS A489 Systems Design, Development, and Implementation and 9 credits from Major Requirements, items 1 and 2, must be earned at the University of Alaska Anchorage.

4. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.
BACHELOR OF BUSINESS ADMINISTRATION,
MANAGEMENT INFORMATION SYSTEMS

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

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   - BA A273 Introduction to Statistics for Business and Economics 3
   - CIS A110 Computer Concepts in Business 3
   - CIS A280 Managerial Communications 3
   - ECON A201 Principles of Macroeconomics 3
   - ECON A202 Principles of Microeconomics 3
   - ENGL A111 Methods of Written Communication 3
   - ENGL A212 Technical Writing 3
   - MATH A107 College Algebra (4) 3-4
   - or MATH A172 Applied Finite Mathematics (3)
   - Oral Communication Skills GER 3
   - COMM A11 Fundamentals of Oral Communications (3)
   - or COMM A241 Public Speaking (3)

3. Completion of any combination of at least 9 credits in the following General Education disciplinary areas:
   - Fine Arts
   - Humanities
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Admission to Upper Division Status

BBA students in Management Information Systems who do not meet the above standards may not take upper division courses in ACCT, BA, CIS, or LOG.

Other students who meet course prerequisites may take up to 15 upper division ACCT, BA, CIS, and LOG credits without being formally admitted to a BBA program. All students must apply for admission to a BBA program before accumulating more than 15 such credits. Please contact the Student Information Office for assistance in applying for admission to upper division standing within the College of Business and Public Policy.

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B. GENERAL EDUCATION REQUIREMENTS
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C. **COLLEGE OF BUSINESS AND PUBLIC POLICY REQUIREMENTS: MANAGEMENT INFORMATION SYSTEMS MAJOR**

Students earning a BBA degree must complete at least 50 percent of their required business credits at the University of Alaska Anchorage. All ACCT, BA, CIS, ECON, LGOP, and LOG courses are considered business credits for the purpose of this requirement.

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   - **ACCT A201** Principles of Financial Accounting 3
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   - **MATH A107** College Algebra (4) 3-4
   - or
   - **MATH A172** Applied Finite Mathematics (3)
   - **MATH A200** Calculus I (4) 3-4
   - or
   - **MATH A272** Applied Calculus (3)

   *The ACCT A101 and ACCT A102 sequence may be used to satisfy the ACCT A201 requirement for this degree.*

2. Complete the following requirements. The following courses must be completed with a grade of C or better prior to graduating:

   - **BA A300** Organizational Theory and Behavior 3
   - **BA A325** Corporate Finance 3
   - **BA A343** Principles of Marketing 3
   - **BA A377** Operations Management 3
   - **BA A462** Strategic Management 3
   - **BA A488** The Environment of Business 3
   - **CIS A305** Managerial Presentations 3
   - **CIS A376** Management Information Systems (Integrative Capstone) 3

D. **MAJOR REQUIREMENTS**

1. Complete the following required courses with a grade of C or better:

   - **CIS A210** Contemporary Business Applications Development 3
   - **CIS A310** Analysis of Business Systems 3
   - **CIS A330** Database Management Systems 3
   - **CIS A345** Managing Data Communication and Computer Networks 3
   - **CIS A410** Project Management 3
   - **CIS A489** Systems Design, Development and Implementation 3

2. Complete 12 credits of upper division program electives approved by the department with a grade of C or better.

   These may include, but are not limited to:

   - **CIS A360** Object-Oriented Programming in .Net (3)
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<tr>
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<td>Advanced Programming for Business Applications</td>
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<td>CIS A390</td>
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3. A minimum of CIS A489 Systems Design, Development, and Implementation and 9 credits from Major Requirements, items 1 and 2, must be earned at the University of Alaska Anchorage.

4. A total of 120 credits is required for the degree, of which a minimum of 48-45 credits must be upper division.
To: Chair, Undergraduate Academic Board, Faculty Senate

From: Dr. Pat Fort, Chair, Undergraduate Program Committee, CBPP

Subject: Bachelor of Business Administration Program, Business Administration, Economics, Global and Supply Chain Management, Management, and Marketing.

This memorandum addresses the proposed changes to the Bachelor of Business Administration (BBA) Program outlined in this Program Action Request (PAR) as it pertains to Business Administration, Economics, Global and Supply Chain Management, Management, and Marketing majors.

The College of Business and Public Policy's Educational Effectiveness Assessment Plan and our Strategic Initiatives Areas articulate a renewed commitment to effective business communications, demonstrated professional ethics, and improved business etiquette. The minor modifications discussed in this memorandum are the results of the CBPP Assessment Committee's evaluation of the Bachelor of Business Administration (BBA) Program in the above-mentioned majors.

Modification One: Revised Managerial Communications Course:

CIS A305 Managerial Presentations is an upper-division course designed to integrate the knowledge, skills and attributes developed by our students in Tier 1 GER courses into their major study areas. Based on assessment feedback, we are proposing the following changes:

1. On a phased basis, replace CIS A305 Managerial Presentations with a new course: CIS A280 Managerial Communications. Our current course is a three-hour lecture course. CIS A280 will be three credit hours; however, it will be two hours lecture and two hours lab. The additional one-hour contact time each week will permit us to expand our in-class writing activities. In addition to the increased CIS A280 written component, at least three other core, upper-division BBA courses will have substantive writing assignments that will enable us to track our student's written communication skills.

2. Successful completion of the new course will be required to gain upper-division standing in the College of Business and Public Policy (CBPP). This placement at the 200-level ensures that students complete this course prior to starting their upper division studies. Currently, many students do not complete CIS A305 until their senior year. This new course will focus on the integration of Tier 1 Oral and Written Communication Skills in a business/organizational environment. Lab sessions would emphasize individual and collaborative writing on topics applicable to a managerial audience.

3. Since this change affects all BBA programs, the Bachelor of Science, Aviation Technology, and the Bachelor of Science, Medical Technology, a phased transition
Process from CIS A305 Managerial Presentations to CIS A280 Managerial Communications will be needed. We estimate the transition period will span approximately three academic years. Assuming curriculum approval is obtained in time for the 2010-2011 UAA Catalog, the process will be as follows:

a. Students with a Catalog Year prior to Fall 2010 will enroll in CIS A305 to fulfill their current program requirements.

b. Students with a Catalog Year of Fall 2010 and later will take the new CIS A280 Managerial Communications course.

c. During the transition period, the total number of students supported by these two courses (CIS A305 and CIS A280) should not be significantly different from the number of students currently enrolling in CIS A305.

d. CIS A305 Managerial Presentations will be dropped as an active course at the end of this transition period.

Modification Two: BA A462 Strategic Management Established as a Capstone BBA Course.

BA A462 Strategic Management is a current course offering in the Bachelor of Business Administration Program in Business Administration, Economics, Global and Supply Chain Management, Management, and Marketing majors. This modification will designate BA A462 as a core course in the BBA Program, and establish it as the BBA Capstone Course. The primary reasons for this program modification are as follows:

1. Students are placed in the decision-making context of the CEO/Top Management Team. This permits constructivist learning, helping to integrate the curriculum; students will build on the full range of the business curriculum learning and apply it to a variety of contexts. Rational, open, and natural systems thinking will be promoted in the program.

2. The course permits the assessment of a large number of CBPP Assurance of Learning Goals. The timing of BA A462, towards the end of a student's degree program, allows for an appropriate point in time to measure student outcomes. The study of contexts such as industry environments, allows for the selection of subject matter.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College  
CB CBPP

1b. Division  
ADBP Division of Business Programs

1c. Department  
Economics

---

2. Complete Program Title/Prefix  
Bachelor of Business Administration: Economics

---

3. Type of Program  
☐ OEC  ☐ Undergrad Certificate  ☐ AA/AAS  ☒ Baccalaureate  ☐ Minor  
☐ Post Baccalaureate Certificate  ☐ Graduate  ☐ Graduate Certificate  ☐ Doctoral  ☐ Specialty

---

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

PREFIX  
☐ Add  ☐ Change  ☐ Inactivate

---

5. Implementation Date (semester/year)  
From: Fall/2010  To: 9999/9999

---

6a. Coordination with Affected Units  
Department, School, or College: Accounting, Business Administration: Economics; Global Logistics and Supply Chain Management, and Computer Information Systems Departments  
Initiator Name (typed): Dr. C. Patrick Fort  
Initiator Signed Initials: _________  
Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 03/08/10

6c. Coordination with Library Liaison  
Date: 03/08/10

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

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8. Justification for Action  
The revisions covered by this Program Action Request (PAR) are minor changes to the Bachelor of Business Administration Economics. The changes involve the replacement of one individual core courses within the established program: CIS A305 Managerial Presentations replaced by a new course entitled, CIS A280 Managerial Communications; and the addition of BA A462 Strategic Management as a new core requirement. These revisions on the results of the CBPP Assessment Program that identified a need within the BBA program for increased emphasis on Business Strategy and written managerial communications.

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Initiator (faculty only)  
Dr. C. Patrick Fort  
Initiator (TYPE NAME)  
Initiator (faculty only)  
Date

approved  
Disapproved  
Dean/Director of School/College  
Date

approved  
Disapproved  
Department Chairperson  
Date

approved  
Disapproved  
Curriculum Committee Chairperson  
Date

approved  
Disapproved  
Provost or Designee  
Date
# Program/Prefix Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
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</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>Business Administration</td>
</tr>
</tbody>
</table>

| 2. Complete Program Title/Prefix |  |
|----------------------------------|  |
| Bachelor of Business Administration: Finance, Management, and Marketing. |  |

| 3. Type of Program |  |
|--------------------|  |
| OEC                | Undergrad Certificate |
|                    | AA/AAS |
|                    | Baccalaureate |
|                    | Minor |
|                    | Post Baccalaureate Certificate |
|                    | Graduate |
|                    | Graduate Certificate |
|                    | Doctoral |
|                    | Specialty |

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

| 5. Implementation Date (semester/year) |  |
|---------------------------------------|  |
| From: Fall/2010                       | To: 9999/999 |

| 6a. Coordination with Affected Units |  |
|-------------------------------------|  |
| Department, School, or College:     | Accounting, Business Administration: Economics; Global Logistics and Supply Chain Management, and Computer Information Systems Departments |
| Initiator Name (typed):             | Dr. C. Patrick Fort |
| Date:                               |  |

| 6b. Coordination Email submitted to Faculty Listserv |  |
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| (uaa-faculty@lists.uaa.alaska.edu)                   | Date: 03/08/10 |

| 6c. Coordination with Library Liaison | Date: 03/08/10 |

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

| 8. Justification for Action |  |
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| The revisions covered by this Program Action Request (PAR) are minor changes to the Bachelor of Business Administration in the major areas of Business Administration, Economics, Finance, Global Logistics and Supply Chain Management, Management, and Marketing. The changes involve the replacement of one individual core courses within the established program: CIS A305 Managerial Presentations replaced by a new course entitled, CIS A280 Managerial Communications; and the addition of BA A462 Strategic Management as a new core requirement. These revisions on the results of the CBPP Assessment Program that identified a need within the BBA program for increased emphasis on Business Strategy and written managerial communications. |

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# Program/Prefix Action Request

**University of Alaska Anchorage**

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

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Initiator (faculty only) Date
Dr. C. Patrick Fort

Initiator (TYPE NAME)

Approved Disapproved

Dean/Director of School/College Date

Approved Disapproved

Undergraduate/Graduate Academic Date

Approved Disapproved

Board Chairperson

Approved Disapproved

Provost or Designee Date

Approved Disapproved

Department Chairperson Date

Approved Disapproved

Curriculum Committee Chairperson Date
BACHELOR OF BUSINESS ADMINISTRATION

Major areas:  Economics  
Finance  
Global Logistics and Supply Chain Management  
Management  
Marketing

The Bachelor of Business Administration (BBA) is a professional degree offered through the College of Business and Public Policy. It is designed to prepare students to pursue meaningful and rewarding careers in management. The curriculum for the BBA degree is management-oriented rather than highly specialized. Concepts that are relevant to both small and large firms and both the public and private sectors are emphasized.

The five majors — Economics, Finance, Global Logistics and Supply Chain Management, Management, and Marketing are designed to prepare students to pursue careers in the private and public sectors. Local, state, national, and international firms, and not-for-profit organizations provide a ready market for graduates in each of these five major areas of concentration.

ADMISSION REQUIREMENTS

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

ADMISSION REQUIREMENTS TO UPPER DIVISION COURSES

1. Completion of at least 39-40 credits with a cumulative GPA of 2.25 or higher.
2. Completion of each of the following courses with a grade of C or better:
   - ACCT A201 Principles of Financial Accounting 3
   - ACCT A202 Principles of Managerial Accounting 3
   - BA A273 Introduction to Statistics for Business and Economics 3
   - CIS A110 Computer Concepts in Business 3
   - CIS A280 Managerial Communications 3
   - ECON A201 Principles of Macroeconomics 3
   - ECON A202 Principles of Microeconomics 3
   - ENGL A111 Methods of Written Communication 3
   - ENGL A212 Technical Writing 3
   - MATH A107 College Algebra (4) 3-4 or
     - MATH A172 Applied Finite Mathematics (3) 3
     - Oral Communication Skills GER 3
     - COMM A111 Fundamentals of Oral Communications (3) 3  
     - COMM A241 Public Speaking (3) 3
3. Completion of any combination of at least 9 credits in the following General Education disciplinary areas: 9
   - Fine Arts
   - Humanities
   - Natural Sciences

Admission to Upper Division Status

BBA students in Economics, Finance, Global Logistics and Supply Chain Management, Management, and Marketing who do not meet the above standards may not take upper division courses in ACCT, BA, CIS, or LOG.

Other students who meet course prerequisites may take up to 15 upper division ACCT, BA, CIS, and LOG credits without being formally admitted to a BBA program. All students must apply for admission to a BBA program.
Conditional Admission to Upper Division Status
A student classified as being conditionally admitted to upper division status may take upper division ACCT, BA, CIS, and LOG courses for one semester only, while completing lower division requirements.

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. COLLEGE OF BUSINESS AND PUBLIC POLICY REQUIREMENTS

Economics, Finance, Management, Global
Logistics and Supply Chain Management and Marketing Majors
Students earning a BBA degree must complete at least 50 percent of their required business credits at the University of Alaska Anchorage. All ACCT, BA, CIS, ECON, LGOP, and LOG courses are considered business credits for the purpose of this requirement.

1. Complete the Business core requirements. The following courses must be completed with a C or better:
   - ACCT A201* Principles of Financial Accounting 3
   - ACCT A202 Principles of Managerial Accounting 3
   - BA/JUST A241 Business Law I 3
   - BA A273 Introduction to Statistics for Business and Economics 3
   - CIS A110 Computer Concepts in Business 3
   - CIS A280 Managerial Communications 3
   - ECON A201 Principles of Macroeconomics 3
   - ECON A202 Principles of Microeconomics 3
   - ENGL A212 Technical Writing 3
   - MATH A107 College Algebra (4) 3-4
     or
   - MATH A172 Applied Finite Mathematics (3)
   - MATH A200 Calculus I (4) 3-4
     or
   - MATH A272 Applied Calculus (3)

   *The ACCT A101 Principles of Financial Accounting I and ACCT A102 Principles of Financial Accounting II sequence may be used to satisfy the ACCT A201 requirement for this degree.

   Note: Students who plan to attend graduate school are encouraged to take MATH A107 and MATH A200 instead of MATH A172 and MATH A272. MATH A108 (Trigonometry) is a prerequisite for MATH A200

2. Complete these upper division core courses. The following courses must be completed with a C or better prior to graduating:
   - BA A300 Organizational Theory and Behavior 3
   - BA A325 Corporate Finance 3
   - BA A343 Principles of Marketing 3
   - BA A377 Operations Management 3
   - BA A462 Strategic Management 3
   - CIS A376 Management Information Systems
     (Integrative Capstone) 3

D. MAJOR REQUIREMENTS
Economics Major
1. Complete the following requirements. The following courses must be completed with a C or better prior to graduating:
   - ECON A312 Econometrics for Business and Economics 3
   - ECON A321 Intermediate Microeconomics 3
   - ECON A324 Intermediate Macroeconomics 3
   - ECON A492 Seminar in Economic Research 3
   - Upper division Economics electives* 12

   *Note: No more than a total of 6 credits earned in an independent study, or ECON A454 Economics Internship, may be used to satisfy requirements for the major (6 credits of independent study or 3 credits of independent study and 3 credits of ECON A454).

2. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.

Finance Major
All courses must be completed with a C or better prior to graduating.
1. **Investment Concentration (30 credits)**
   A. Complete the following:
      - BA/JUST A242 Business Law II 3
      - BA A375 Statistics for Business and Economics (3)
      - or
      - ECON A312 Econometrics for Business and Economics (3)
      - or
      - ECON A429 Business Forecasting (3) 3
      - BA A380 Investment Management 3
      - BA A385 Advanced Corporate Finance 3
   B. Complete at least 12 credits from the following: 12-18
      - BA A426 Financial Institutions (3)
      - BA A427 International Finance (3)
      - BA A451 Advanced Investment Strategies (3)
      - BA A452 Financial Derivatives (3)
      - BA A453 Bond Market Analysis (3)
      - BA A491A Student Managed Portfolio (3)
   C. Complete 1-6 credits upper division business electives

2. **Real Estate and Property Management Concentration (30 credits)**
   A. Complete the following:
      - BA A131 Personal Finance 3
      - BA/JUST A242 Business Law II 3
      - BA A306 Real Estate Principles 3
      - BA A315 Property Management and Marketing 3
      - BA A320 Real Estate Finance 3
   B. Complete at least 9 credits from the following: 9-15
      - BA A385 Advanced Corporate Finance (3)
      - BA A395 Property Management Internship (3)
      - BA A426 Financial Institutions (3)
      - BA A431 Real Estate Appraisal (3)
      - BA A432 Real Estate Law (3)
   C. Complete 1 to 6 credits upper division business electives 1-6

3. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.

*Global Logistics and Supply Chain Management Major*
1. Complete the following requirements. The following courses must be completed with a grade of C or better prior to graduating:

   - LOG A378  Foundations of Logistics and Supply Chain Management  3
   - LOG A379  Transportation Management  3
   - LOG A415  Purchasing Management  3
   - LOG A416  International Logistics and Transportation Management  3
   - LOG A417  Materials Management  3

2. Complete LOG A495 Internship in Global Logistics and Supply Chain Management*  3

   *The internship is intended to be in logistics and/or supply chain management. This requirement may be waived if the major advisor determines that the student already has significant logistics work experience. If waived, the student will need to select 3 additional upper division credits to total 48.

3. Complete 9 credits of upper division program electives approved by the student’s advisor with a grade of C or better. These may include, but are not limited to the following:

   - ACCT A342  Managerial Cost Accounting (3)
   - AT A420  Air Transportation System (3)
   - ATP A332  Transport Aircraft Systems (3)
   - BA A375  Statistics for Business and Economics (3)
   - BA A420  Marketing Research (3)
   - BA A447  International Marketing (3)
   - BA A490  International Comparative Management (3)
   - CIS A310  Analysis of Business Systems (3)
   - CIS A330  Database Management Systems (3)
   - CIS A410  Project Management (3)
   - CIS A489  Systems Design, Development and Implementation (3)
   - ECON A312  Econometrics for Business and Economics (3)
   - ECON A363  International Economics (3)
   - ECON A429  Business Forecasting (3)

4. A total of 120 credits is required for the degree, of which a minimum of 48 credits must be upper division.

Management Major

1. Complete the following requirements. The following courses must be completed with a C or better prior to graduating:

   - BA A361  Human Resource Management  3
   - BA A461  Negotiations and Conflict Management  3
   - BA A481  Applications in Management  3
   - BA A488  The Environment of Business  3
   - BA A489  Entrepreneurship and New Business Planning  3

   Upper division electives in ACCT, BA, CIS, ECON, or LOG  12

2. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.

Marketing Major

1. Complete the following requirements. The following courses must be completed with a C or better prior to graduating:

   - BA A264  Personal Selling  3
   - BA A381  Consumer Behavior  3
   - BA A420  Marketing Research  3
   - BA A460  Marketing Management  3
BA A375 Statistics for Business and Economics (3)  3
or
ECON A312 Econometrics for Business and Economics (3)
or
ECON A429 Business Forecasting (3)

2. Complete an additional 6 credits of upper division courses with a grade of C or better prior to graduating:
   Upper division Business electives recommended:
   BA A447 International Marketing (3)
   BA A463 Promotion Management (3)

3. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.
BACHELOR OF BUSINESS ADMINISTRATION

Major areas:  Economics
Finance
Global Logistics and Supply Chain Management
Management
Marketing

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   - BA A273  Introduction to Statistics for Business and Economics 3
   - CIS A110  Computer Concepts in Business 3
   - CIS A280  Managerial Communications 3
   - ECON A201  Principles of Macroeconomics 3
   - ECON A202  Principles of Microeconomics 3
   - ENGL A111  Methods of Written Communication 3
   - ENGL A212  Technical Writing 3
   - MATH A107  College Algebra (4) 3-4 or
   - MATH A172  Applied Finite Mathematics (3)
   - Oral Communication Skills GER 3
   - COMM A111  Fundamentals of Oral Communications (3)
   - COMM A241 Public Speaking (3)

3. Completion of any combination of at least 9 credits in the following General Education disciplinary areas: 9
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   - Humanities
   - Natural Sciences

Admission to Upper Division Status

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Other students who meet course prerequisites may take up to 15 upper division ACCT, BA, CIS, and LOG credits without being formally admitted to a BBA program. All students must apply for admission to a BBA program.
before accumulating more than 15 such credits. Please contact the Student Information Office for assistance in applying for admission to upper division standing within the College of Business and Public Policy.

Conditional Admission to Upper Division Status
A student classified as being conditionally admitted to upper division status may take upper division ACCT, BA, CIS, and LOG courses for one semester only, while completing lower division requirements.

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Economics, Finance, Management, Global Logistics and Supply Chain Management and Marketing Majors
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   - BA A273 Introduction to Statistics for Business and Economics 3
   - CIS A110 Computer Concepts in Business 3
   - CIS A280 Managerial Communications 3
   - ECON A201 Principles of Macroeconomics 3
   - ECON A202 Principles of Microeconomics 3
   - ENGL A212 Technical Writing 3
   - MATH A107 College Algebra (4) 3-4
   - or MATH A172 Applied Finite Mathematics (3) 3-4
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*The ACCT A101 Principles of Financial Accounting I and ACCT A102 Principles of Financial Accounting II sequence may be used to satisfy the ACCT A201 requirement for this degree.

   Note: Students who plan to attend graduate school are encouraged to take MATH A107 and MATH A200 instead of MATH A172 and MATH A272. MATH A108 (Trigonometry) is a prerequisite for MATH A200

2. Complete these upper division core courses. The following courses must be completed with a C or better prior to graduating:

   - BA A300 Organizational Theory and Behavior 3
   - BA A325 Corporate Finance 3
   - BA A343 Principles of Marketing 3
   - BA A377 Operations Management 3
   - BA A462 Strategic Management 3
   - CIS A205 Managerial Presentations 3
   - CIS A376 Management Information Systems (Integrative Capstone) 3
D. MAJOR REQUIREMENTS

Economics Major
1. Complete the following requirements. The following courses must be completed with a C or better prior to graduating:
   - ECON A312 Econometrics for Business and Economics 3
   - ECON A321 Intermediate Microeconomics 3
   - ECON A324 Intermediate Macroeconomics 3
   - ECON A492 Seminar in Economic Research 3
   - Upper division Economics electives* 12
   *Note: No more than a total of 6 credits earned in an independent study, or ECON A454 Economics Internship, may be used to satisfy requirements for the major (6 credits of independent study or 3 credits of independent study and 3 credits of ECON A454).
2. A total of 120 credits is required for the degree, of which a minimum of 48-45 credits must be upper division.

Finance Major
All courses must be completed with a C or better prior to graduating.
1. Investment Concentration (30 credits)
   A. Complete the following:
      - BA/JUST A242 Business Law II 3
      - BA A375 Statistics for Business and Economics (3)
      - ECON A312 Econometrics for Business and Economics (3)
      - ECON A429 Business Forecasting (3)
      - BA A380 Investment Management 3
      - BA A385 Advanced Corporate Finance 3
   B. Complete at least 12 credits from the following: 12-18
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      - BA A427 International Finance (3)
      - BA A451 Advanced Investment Strategies (3)
      - BA A452 Financial Derivatives (3)
      - BA A453 Bond Market Analysis (3)
      - BA A491A Student Managed Portfolio (3)
   C. Complete 0-6 credits of upper division business electives
2. Real Estate and Property Management Concentration (30 credits)
   A. Complete the following:
      - BA A131 Personal Finance 3
      - BA/JUST A242 Business Law II 3
      - BA A306 Real Estate Principles 3
      - BA A315 Property Management and Marketing 3
      - BA A320 Real Estate Finance 3
   B. Complete at least 9 credits from the following: 9-15
      - BA A385 Advanced Corporate Finance (3)
      - BA A395 Property Management Internship (3)
      - BA A426 Financial Institutions (3)
      - BA A431 Real Estate Appraisal (3)
      - BA A432 Real Estate Law (3)
   C. Complete 0-6 to 6 credits upper division business electives
3. A total of 120 credits is required for the degree, of which a minimum of 48-45 credits must be upper division.
## Global Logistics and Supply Chain Management Major

1. Complete the following requirements. The following courses must be completed with a grade of C or better prior to graduating:
   - LOG A378 Foundations of Logistics and Supply Chain Management 3
   - LOG A379 Transportation Management 3
   - LOG A415 Purchasing Management 3
   - LOG A416 International Logistics and Transportation Management 3
   - LOG A417 Materials Management 3

2. Complete LOG A495 Internship in Global Logistics and Supply Chain Management 3
   *The internship is intended to be in logistics and/or supply chain management. This requirement may be waived if the major advisor determines that the student already has significant logistics work experience. If waived, the student will need to select 3 additional upper division credits to total 48.

3. Complete 9 credits of upper division program electives approved by the student’s advisor with a grade of C or better. These may include, but are not limited to the following:
   - ACCT A342 Managerial Cost Accounting (3)
   - AT A420 Air Transportation System (3)
   - ATP A332 Transport Aircraft Systems (3)
   - BA A375 Statistics for Business and Economics (3)
   - BA A420 Marketing Research (3)
   - BA A447 International Marketing (3)
   - BA A490 International Comparative Management (3)
   - CIS A310 Analysis of Business Systems (3)
   - CIS A330 Database Management Systems (3)
   - CIS A410 Project Management (3)
   - CIS A489 Systems Design, Development and Implementation (3)
   - ECON A312 Econometrics for Business and Economics (3)
   - ECON A363 International Economics (3)
   - ECON A429 Business Forecasting (3)

4. A total of 120 credits is required for the degree, of which a minimum of 48 credits must be upper division.

## Management Major

1. Complete the following requirements. The following courses must be completed with a C or better prior to graduating:
   - BA A361 Human Resource Management 3
   - BA A461 Negotiations and Conflict Management 3
   - BA A467 Strategic Management 3
   - BA A481 Applications in Management 3
   - BA A488 The Environment of Business 3
   - BA A489 Entrepreneurship and New Business Planning 3

   Upper division electives in ACCT, BA, CIS, ECON, or LOG 12

2. A total of 120 credits is required for the degree, of which a minimum of 48-45 credits must be upper division.

## Marketing Major

1. Complete the following requirements. The following courses must be completed with a C or better prior to graduating:
   - BA A264 Personal Selling 3
   - BA A381 Consumer Behavior 3
BA A420  Marketing Research  3
BA A460  Marketing Management  3
BA A375  Statistics for Business and Economics (3)  3
  or
ECON A312  Econometrics for Business and Economics (3)  3
  or
ECON A429  Business Forecasting (3)

2. Complete an additional 6 credits of upper division courses with a grade of C or better prior to graduating:  6

Upper division Business electives recommended:
BA A447  International Marketing (3)
BA A463  Promotion Management (3)

3. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
HW CHSW

1b. Division
ASWK Division of Social Work

1c. Department
BSWK

2. Course Prefix
SWK

3. Course Number
A290

4. Previous Course Prefix & Number
n/a

5a. Credits/CEUs
1-3

5b. Contact Hours
(Lecture + Lab)
(1-3+0)

6. Complete Course Title
Special Topics in Social Work

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

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

9. Repeat Status
Yes ☒ No ☐ # of Repeats ☒ Max Credits 6

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2010 To: /9999

12. Cross Listed with
n/a

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

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

Initiator Name (typed): Kathi Trawver
Initiator Signed Initials: _________ Date: __________

13b. Coordination Email
Date: 3/10/10
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 3/10/10

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

15. Course Description (suggested length 20 to 50 words)
Introduction to special topics related to social work practice. Course may be repeated for credit with a change of topic.

16a. Course Prerequisite(s) (list prefix and number)
none

16b. Test Score(s)
n/a

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

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

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

17. ☒ Mark if course has fees n/a

18. ☒ Mark if course is a selected topic course

19. Justification for Action
Provide opportunity to offer introductory special topics appropriate for lower-division student enrollment.

Initiator (faculty only) Date
Kathi Trawver
Initiator (TYPE NAME)

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Undergraduate/Graduate Academic Date

Approved
Department Chairperson Date

Approved
Board Chairperson

Disapproved
Curriculum Committee Chairperson Date

Disapproved
Provost or Designee Date
I. Date of Initiation: January, 2010

II. Curriculum Action Request Information
School: School of Social Work
Course Subject: SWK
Course Number: A290
Number of Credits: 1-3
Contact Hours: 1-3+0 contact hours
Course Program: Bachelor of Social Work
Course Title: Special Topics in Social Work
Grading Basis: A - F
Implementation Date: Fall 2010
Cross-listed/Stacked: N/A
Course Description: Introduction to special topics related to social work practice. Course may be repeated for credit with a change of topic.
Prerequisites: None
Course Restrictions: None
Course Co-requisites: None
Other Restrictions: None
Registration Restrictions: None
Course Fees: None

III. Instructional Goals and Defined Outcomes:

A. The instructor will:
1. Introduce students to a special topic in social work practice;
2. Provide an opportunity to develop introductory level knowledge and skills related to the special topic;
3. Emphasize the professional and ethical issues related to the special topic;
4. Emphasize the issues of social and economic justice related to the special topic;
5. Examine issues of diversity and populations-at-risk related to the special topic.

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

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
</tr>
<tr>
<td>1. Describe introductory level knowledge and skills in the special topic area.</td>
</tr>
</tbody>
</table>
2. Describe the professional and ethical issues related to the special topic. | Class participation, assigned paper
---|---
3. Describe an issue of social and economic injustice related to the special topic. | Class participation, assigned paper
4. Identify issues of diversity and populations-at-risk relevant to the special topic. | Classroom assignment and discussion

IV. Course Level Justification:
This course will provide lower division students with an elective course that introduces a special topic related to social work practice. Students will have the opportunity to learn about an area of interest with no prior exposure to the topic. The introductory course will include information about ethical issues and people at-risk of experiencing problems related to the topic. Current research and best-practice knowledge will give students a beginning level of knowledge about the topic.

V. Topical Course Outline:

A sample topic outline follows as an example of a special topic course.

SWK A290 Introduction to Fetal Alcohol Spectrum Disorder and Social Work Practice (3 credits)

Course Description: Introductory course on the effects of prenatal exposure and Fetal Alcohol Spectrum Disorders (FASD) as a brain-based condition. Course introduces current ways of thinking about support and intervention for children with FASD and their families.

Topical Course Outline
1. FASD information
2. Effects of alcohol on the brain
3. Diagnosis
4. FASD disabilities
5. Building success for individuals and families
6. Alaska’s resources and approaches to FASD
7. Ethical issues and practice with individuals and families dealing with FASD
8. Social and economic justice issues related to FASD
9. Diversity and people at-risk for FASD
VI. Sample Suggested Texts:

A course pack of readings including:

VII. Sample Bibliography:


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td>No Division Code</td>
<td>Geomatics</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix  
Geomatics

3. Type of Program  
- [ ] OEC  
- [ ] Undergrad Certificate  
- [ ] AA/AAS  
- [x] Baccalaureate  
- [ ] Minor  
- [ ] Post Baccalaureate Certificate  
- [ ] Graduate  
- [ ] Graduate Certificate  
- [ ] Doctoral  
- [ ] Specialty

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

5. Implementation Date (semester/year)  
From: Fall/2010  
To: /  

6a. Coordination with Affected Units  
Initiator Name (typed):  
Initiator Signed Initials:  
Date:

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 3/17/2010

6c. Coordination with Library Liaison  
Date: 3/17/2010

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

8. Justification for Action  
Small corrections to credit hour totals; one equivalent course substitution; incorporation of Program Educational Outcomes and Program Objectives to meet ABET accreditation requirements.

- [ ] Approved  
- [ ] Disapproved  
- [ ] Approved  
- [ ] Disapproved  
- [ ] Approved  
- [ ] Disapproved  
- [ ] Approved  
- [ ] Disapproved

Initiator (faculty only)  
Date  

Initiator (TYPE NAME)  
Date  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic Board Chairperson  
Date  

Provost or Designee  
Date
Honors in Geomatics

UAA School of Engineering

(Available starting FALL 2010)

Website: http://www.engr.uaa.alaska.edu/

I. INTRODUCTION

For many years, the Department of Geomatics at UAA has offered a baccalaureate degrees in Geomatics. We have not offered Honors in Geomatics, unlike the other engineering programs. There are students in the program who would qualify for Honors were it available.

Responding to numerous requests from current students within and outside UAA, the industry and local and state administrations and agencies, the Department of Geomatics proposes to offer Honors in Geomatics.

Honors in Geomatics is designed for students pursuing a Geomatics degree who wish to extend themselves to achieve academic excellence. It provides a means to recognize exceptional performance.

Honors in Geomatics is based entirely on existing courses regularly offered by the Department of Geomatics, and does not interfere with any other program at UAA.

II. COURSE REQUIREMENTS FOR HONORS PROGRAM

Undergraduate students may be recognized for exceptional performance by earning Departmental Honors in Geomatics. In order to receive honors in Geomatics, a student must meet each of the following requirements:

1. Complete all requirements for a BS in Geomatics;
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional geomatics society that addresses issues relevant to the geomatics profession;
3. Have a GPA of 3.50 or higher in their geomatics and geographic information system courses of their catalog year. Have a GPA of 3.30 or higher for their overall cumulative GPA;
4. Pass the Fundamentals of Surveying Examination prior to the completion of the first semester of their senior year; and
5. Document a minimum of eight weeks work experience while a student at the University of Alaska in a geomatics or geomatics-related position.
III. CONTACT INFORMATION

School of Engineering:
Website:  http://www.engr.uaa.alaska.edu/programs/index.cfm
Telephone:  (907) 786-1900
Fax:  (907) 786-1079

Geomatics Department Chair:
  Prof. Don Davis
  (907) 786-6433 (ph)
  (907) 786-1079 (fax)
afdd@uaa.alaska.edu

Geomatics Program Accreditation Co-ordinator:
  Dr. Bill Hazelton
  (907) 786-1920 (ph)
  (907) 786-1079 (fax)
afbh3@uaa.alaska.edu

Mailing Address and Location:
  Department of Geomatics
  UAA School of Engineering, Rm. 201
  University of Alaska Anchorage
  3211 Providence Drive
  Anchorage, Alaska 99508
1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Geomatics

2. Complete Program Title/Prefix
Honors in Geomatics

3. Type of Program
☐ OEC
☐ Undergrad Certificate
☐ AA/AAS
☐ Baccalaureate
☐ Minor
☐ Post Baccalaureate
☐ Graduate
☐ Graduate Certificate
☐ Doctoral
☒ Specialty

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

PREFIX
☐ Add
☐ Change
☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2010
To:  

6a. Coordination with Affected Units
Department, School, or College:
Initiator Name (typed): 
Initiator Signed Initials: _________
Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 3/17/2010

6c. Coordination with Library Liaison
Date: 3/17/2010

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

8. Justification for Action
Provision of an Honors degree to encourage our best students to extend themselves, and recognize their academic achievements.

Initiator (faculty only) Date
Initiator (TYPE NAME)
☐ Approved
☐ Disapproved

Dean/Director of School/College Date

Undergraduate/Graduate Academic Board Chairperson

Provost or Designee Date
I. INTRODUCTION

For many years, the Department of Geomatics at UAA has offered a number of courses in Geospatial Science and Engineering leading to AAS and baccalaureate degrees in Geomatics and an undergraduate certificate in Geographic Information Systems (GIS).

Geographic Information Systems (GIS) are used in a wide variety of disciplines, covering current Alaskan needs in many industrial applications (e.g., oil and gas industry), governance and administrations (from municipalities to the state), state-wide and federal agencies and departments (transportation, natural resources, land management, parks and recreation, etc.), research (sustainability, biodiversity, ecology, anthropology, socio-economics, etc.), homeland security, military applications, and non-profit organizations.

Responding to numerous requests from current students within and outside UAA, the industry and local and state administrations and agencies, the Department of Geomatics proposes to offer a Minor in Geographic Information Systems (GIS).

The minor in Geographic Information Systems (GIS) is designed for students, pursuing their major baccalaureate degrees in a variety of disciplines, from science and arts to business management and engineering, wishing to enhance their knowledge by studying different aspects of GIS and Remote Sensing.

The Minor in Geographic Information Systems (GIS) is based entirely on existing courses regularly offered by the Department of Geomatics, and does not interfere with any other program at UAA.

II. COURSE REQUIREMENTS FOR MINOR PROGRAMS

A minor program of study must consist of a minimum of 18 credit hours. At least six (6) credits must be upper-division. Students must earn a cumulative GPA of at least 2.0 (C) in the minor. A minor may only be issued simultaneously with a baccalaureate degree. See Chapter 10 of the UAA Catalog for general information about minor degree requirements.
The course requirements for the minor degree are listed below. In cases where students have unique backgrounds or interests, course selection may be adapted accordingly through consultation with the School of Engineering faculty advisors.

**GEOGRAPHIC INFORMATION SYSTEMS (GIS), MINOR**

A minimum of 18 credits must be selected from: 18

- GEO A167  Remote Sensing/Image Analysis (4)
- GIS A268  Elements of Geographic Information Systems (GIS) (4)
- GIS A366  Spatial Information Analysis and Modeling (3)
- GIS A367  GIS and Remote Sensing (3)
- GIS A369  Land Information Systems (3)
- GIS A370  GIS and Remote Sensing for Natural Resources (3)
- GIS A375  GIS and Public Health (3)
- GIS A433  GIS and the Marine Environment (3)
- GIS A458  Design and Management of Spatial Data (3)
- GIS A468  Integration of Geomatic Technologies (3)
- GIS A470  GIS for Facility Management and Transportation Systems (3)
- GIS A490  Selected Advanced Topics in GIS (1-6)

**III. CONTACT INFORMATION**

School of Engineering:
Website: [http://www.engr.uaa.alaska.edu/programs/index.cfm](http://www.engr.uaa.alaska.edu/programs/index.cfm)
Telephone:  (907) 786-1900
Fax:   (907) 786-1079

Geomatics Department Chair:
Prof. Don Davis
(907) 786-6433 (ph)
(907) 786-1079 (fax)
afdd@uaa.alaska.edu

Geographic Information System, minor program coordinator:
Dr. Gennady Gienko
(907) 786-1919 (ph)
(907) 786-1079 (fax)
afgg@uaa.alaska.edu

Mailing Address and Location:
Department of Geomatics
UAA School of Engineering, Rm. 201
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508
# Program/Prefix Action Request

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

<table>
<thead>
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<th>1b. Division</th>
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<td>Geomatics</td>
</tr>
</tbody>
</table>

## 2. Complete Program Title/Prefix
**Geographic Information Systems (GIS)**

## 3. Type of Program
- [ ] OEC
- [ ] Undergrad Certificate
- [ ] AA/AAS
- [ ] Baccalaureate
- [ ] Minor
- [ ] Post Baccalaureate Certificate
- [ ] Graduate
- [ ] Graduate Certificate
- [ ] Doctoral
- [ ] Specialty

## 4. Type of Action:
- **PROGRAM**
  - [x] Add
  - [ ] Change
  - [ ] Delete
- **PREFIX**
  - [ ] Add
  - [ ] Change
  - [ ] Inactivate

## 5. Implementation Date (semester/year)
From: Fall/2010 To: /

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

## 6b. Coordination Email submitted to Faculty Listserv (uafaculty@lists.uaa.alaska.edu)
Date: 3/16/2010

## 6c. Coordination with Library Liaison
Date: 3/17/2010

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

## 8. Justification for Action
Offering a sequence of existing courses as a coherent minor in GIS for students in Geomatics and across the university.

---

Initiator (faculty only) Date
Initiator (TYPE NAME)

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Undergraduate/Graduate Academic Date

Approved Disapproved
Board Chairperson

Approved Disapproved
Provost or Designee Date

Approved Disapproved
Department Chairperson Date

Approved Disapproved
Curriculum Committee Chairperson Date
SCHOOL OF ENGINEERING

Engineering embraces the wide range of cultural and technical subjects related to the planning, design and manufacture, or construction of objects necessary for civilization. An engineer is an innovator, a builder and a problem solver. Engineers turn scientific knowledge into useful goods and services and are responsible to society for their engineering design decisions. They are interested in working with people often as team members in positions of leadership. Engineers are concerned about people and ways to provide society with improved living standards.

The School of Engineering offers areas of study at the undergraduate level:
- A four-year program leading to a Bachelor of Science in Engineering
- A four-year program leading to a Bachelor of Science in Civil Engineering; with three specialty tracks:
  - Mechanical Engineering
  - Electrical Engineering
  - Computer Systems Engineering
- A four-year program leading to a Bachelor of Science in Geomatics;
- A two-year program leading to an Associate of Applied Science in Geomatics;
- Minors in Civil Engineering, Computer Systems Engineering, Electrical Engineering, General Engineering, Mechanical Engineering, or Geographic Information Systems (GIS)

ACCREDITATION

All Bachelor of Science programs are accredited by ABET (Accreditation Board for Engineering and Technology) and include the following:
1. Civil Engineering
2. Computer Systems Engineering
3. Electrical Engineering
4. Geomatics
5. Mechanical Engineering

CIVIL ENGINEERING

The UAA School of Engineering offers a Bachelor of Science in Civil Engineering to prepare students for the profession. Knowledge of mathematical and physical sciences gained by study, experience and practice is applied with judgment to develop ways to utilize materials and forces of nature for the progressive well-being of humanity. Students are prepared for improving and protecting the environment; providing facilities for community living, industry and transportation; and in providing structures for the use of humanity.

ENGINEERING

The UAA School of Engineering offers a Bachelor of Science in Engineering (BSE) with specializations in Computer Systems Engineering, Electrical Engineering or Mechanical Engineering. Graduates with a BSE have a broad range of engineering skills that are necessary when serving the infrastructure needs of remote rural areas typical of many Alaskan communities. The program emphasizes fundamental engineering principles as a basis for interdisciplinary design, teamwork, and for lifelong learning. Graduates are in a position to take advantage of a wide variety of professional opportunities and are well prepared for an engineering career in a technologically changing world.

GEOMATICS

Geomatics embraces the traditional disciplines of land surveying, mapping, geodesy, photogrammetry, and hydrography, together with the newer disciplines of remote sensing, digital photogrammetry, and spatial or geographic information systems (GIS). Geomaticians help design, map and manage the natural and the man-made resources of the earth. Their skills and efforts are important in project development and environmental protection. They gather, analyze, and manipulate data, map results; and help design new developments. The disciplines used in geomatics are based on advancing technologies and use an integrated approach to the acquisition, analysis, storage, distribution, management, and application of spatially referenced data.

SCHOOL OF ENGINEERING MINORS
To meet a variety of student needs, the School of Engineering offers several minor programs. A choice of two types of Engineering minors are offered. The first is a minor in General Engineering which is for students who are majoring in a non-engineering baccalaureate degree. The second is an Engineering Specialty minor program which is for students majoring in an engineering baccalaureate degree and, therefore, have completed much of the coursework in the Bachelor of Science in Engineering (BSE) or Civil Engineering (CE) program. Engineering Specialty minors are in civil engineering, computer systems engineering, electrical engineering, or mechanical engineering. Additional a minor in Geographic Information Systems (GIS) is offered for students who are majoring in baccalaureate degrees in a variety of disciplines, and seeking for strong GIS knowledge and skills to enhance their specialty and support sustainable professional career.

No Changes to Civil Engineering or General Engineering Catalog Copy

GEOMATICS

Engineering Building (ENGR), Room 213, (907) 786-1972
www.engr.uaa.alaska.edu

The Department of Geomatics offers three degrees and a certificate: a two-year Associate of Applied Science in Geomatics; a four-year Bachelor of Science in Geomatics; a Minor in Geographic Information Systems (GIS), and a Certificate in Geographic Information Systems (GIS). Students seeking the baccalaureate degree may graduate in one of two emphasis areas: Surveying or Geographic Information Systems (GIS). Students seeking continuing education for technical or professional enhancement or a concentrated area of study in Geographic Information Systems should consider either the Minor in GIS or the Certificate in GIS. The Geomatics program is science-based and includes:

- Land surveying using global positioning systems and conventional techniques
- Automated mapping
- Computational analysis and adjustment
- Geodesy
- Principles of boundary law
- Geographic Information Systems (GIS)
- Digital photogrammetry
- Remote sensing and image analysis

The wide diversity in the profession creates a similar diversity of employment opportunities. The Certificate in GIS educates students with a broad base of concepts and theory, provides them with hands-on training in real world problems that are relevant to Alaska’s environment, and allows them to explore several thematic areas in GIS applications, such as facilities management, transportation, marine environments, and natural resources.

The Minor in Geographic Information Systems (GIS) is designed for students, pursuing their major baccalaureate degrees in a variety of disciplines, from science and arts to business management and engineering, and wishing to enhance their knowledge by studying different aspects of GIS and Remote Sensing. Geographic Information Systems, as a part of Geospatial Science and Information Technologies, is widely used in many industries important to Alaska (e.g. oil, gas), governance and administrations (municipalities and the state), state-wide and federal agencies and departments (transportation, natural resources, land management, parks and recreation, etc.), research (sustainability, biodiversity, ecology, geology, anthropology, socio-economics, etc.), homeland security and military applications, and non-profit organizations.

The Associate of Applied Science in Geomatics prepares students for technician-level employment as land survey technicians or as automated mapping technicians. Those working as survey technicians frequently work outdoors, travel to various job locations, and enjoy an independent lifestyle. Automated mapping technicians work with the latest cartographic techniques and equipment and easily transfer skills learned in Geomatics courses to other disciplines.
The Bachelor of Science prepares students for a wide variety of professional-level opportunities. Since Alaska poses unique Geomatic challenges, the curriculum emphasizes northern principles and practices. UAA graduates are highly employable in the Alaska marketplace and worldwide. Employment opportunities are found in private industry, government, and municipal agencies. Geomaticians working at the professional level enjoy responsibility and a choice of indoor and outdoor employment with many opportunities for advancement and diversification.

The new high tech fields open employment in GIS, photogrammetry, remote sensing, land surveying, automated mapping, land design and planning, survey engineering, and resource management positions. In Alaska, geomaticians work on State and Native land claims, mining claims, fishing leases, petroleum reserves, forest selections, transportation corridors, private developments, government and military projects. In Alaska and elsewhere, geomaticians work in land surveying, land development and design, mapping and tax assessment, the defense industry, environmental engineering assessment and management, public safety and welfare, medicine, transportation, agriculture, business, and natural sciences.

Professional predictors indicate that employment opportunities will be strong for the various geomatics specialties in Alaska and the Pacific Rim well into the 21st century. While enrolled in the program, students are eligible for cooperative employment programs with government agencies and with private industry during the summer and for intern programs during the school year.

The Department of Geomatics accommodates a wide variety of student objectives from entry level to professional preparation and encourages the nontraditional student to return for training in current practices and principles.

Students seeking professional licensing as registered land surveyors and those who are interested in specializing in surveying or geographic information systems (GIS) should enroll in the Bachelor of Science program. For the most effective planning, bachelor’s degree candidates should declare their intent by the second semester of their Geomatics studies.

**ACCREDITATION**

The Bachelor of Science program in Geomatics at UAA is accredited by the Applied Science Accreditation Commission (ASAC) of ABET, 111 Market Pl., Suite 1050, Baltimore, MD, 21202.

**PROGRAM EDUCATIONAL OBJECTIVES AND PROGRAM OUTCOMES**

**PROGRAM EDUCATIONAL OBJECTIVES**

The curriculum of the UAA Geomatics program is designed to produce graduates who:

1. Have a basic knowledge of the principles and skills relating to the Geomatics disciplines of land surveying, surveying boundary law, surveying computations and adjustments, mapping, geodesy, and photogrammetry, together with the newer disciplines of remote sensing, digital photogrammetry, global positioning systems (GPS), and spatial or geographic information systems (GIS);
2. Have an understanding of the principles related to project delivery;
3. Have sufficient technical competence to obtain employment as an entry-level Geomatics professional and to be able to progress professionally within the discipline, and to be prepared for advanced studies;
4. Have a fundamental understanding of the issues relating to Geomatics practice in GIS;
5. Are able to communicate their ideas;
6. Are able to work within a team environment; and
7. Are prepared for and understand the need for continued professional development throughout their careers.

**PROGRAM OUTCOMES**

In keeping with the Program Educational Objectives, it is expected that graduates of the UAA Geomatics program will have:

1. An ability to apply knowledge of mathematics through Calculus III and either linear algebra or differential equations or probability and statistics, and general physics;
2. An ability to collect, analyze and interpret data in all of the recognized surveying and mapping areas;
3. An ability to identify, formulate, and design a Geomatics system, component or process to meet desired needs;
4. An ability to function on multi-disciplinary as well as on inter-disciplinary teams;
5. An ability to think critically and to creatively solve Geomatics problems;
6. An understanding of professional and ethical responsibility;
7. An ability to communicate effectively;
8. The broad education necessary to understand the impact of Geomatics solutions in a global and societal context;
9. A recognition of the need for, and ability to engage in, life-long learning;
10. A knowledge of contemporary issues in professional practice;
11. An ability to use the techniques, skills and modern Geomatics tools necessary for Geomatics practice; and
12. An ability to apply knowledge in all six areas of surveying and mapping:
   i. Field surveying and methods;
   ii. Photogrammetric mapping and image interpretation and remote sensing;
   iii. Surveying calculation and data adjustment;
   iv. Geodetic co-ordinates and astronomy;
   v. Cartographic representation, projections, and map production;

HONORS IN GEOMATICS
Undergraduate students may be recognized for exceptional performance by earning Departmental Honors in Geomatics. In order to receive honors in Geomatics, a student must meet each of the following requirements:
1. Complete all requirements for a BS in Geomatics.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional geomatics society that addresses issues relevant to the geomatics profession.
3. Have a GPA of 3.50 or higher in their geomatics and geographic information system courses of their catalog year. Have a GPA of 3.30 or higher for their over-all cumulative GPA.
4. Pass the Fundamentals of Surveying Examination prior to the completion of the first semester of their senior year.
6. Document a minimum of eight weeks work experience while a student at the University of Alaska in a geomatics or geomatics-related position.

ADVISING
All undergraduate 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 consult the faculty in the Department of Geomatics for assistance in designing their course of study to ensure that all prerequisites have been met and that university and major degree requirements are understood and followed.

PREREQUISITES
All prerequisites for Geomatics courses must be completed with a grade of C or higher.

PREPARATION
The University offers courses to help students without this preparation to meet the skill level required in the Geomatics program. Insufficient preparation will increase the number of semesters required to complete either degree.

Students seeking the Certificate in Geographic Information Systems, the Associate of Applied Science or Bachelor of Science in Geomatics should prepare for entrance into the program by completing the following high school courses:

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Algebra II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trigonometry</td>
</tr>
<tr>
<td>Science</td>
<td>Physics</td>
</tr>
</tbody>
</table>
English Composition  
Skill level as demonstrated by ACT, SAT or approved placement test to qualify for enrollment in ENGL A111

UNDERGRADUATE CERTIFICATE, GEOGRAPHIC INFORMATION SYSTEMS

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

COURSE REQUIREMENTS
Certain courses require prerequisites or faculty permission. Contact (907) 786-1972 for further information.

MAJOR REQUIREMENTS
In order to receive a Certificate in GIS, students must achieve a grade of C or higher in all courses applied to the certificate.

1. Complete the following required courses:
   - GEO A137  Principles of Mapping 3
   - GEO A167  Remote Sensing and Image Analysis 4
   - GIS A268  Elements of Geographic Information Systems (GIS) 4
   - GIS A366  Spatial Information Analysis and Modeling 3
   - GIS A367  GIS and Remote Sensing 3
   - GIS A458  Design and Management of Spatial Data 3
   - GIS A460  GIS Senior Project 3

2. Complete 9 credits from the following elective courses: 9
   - GIS A295  Internship in Geographic Information Systems I (3)
   - GIS A495  Internship in Geographic Information Systems II (3)
   - GIS A369  Land Information Systems (3)
   - GIS A370  GIS and Remote Sensing for Natural Resources (3)
   - GIS A375  GIS and Public Health (3)
   - GIS A433  GIS and the Marine Environment (3)
   - GIS A468  Integration of Geomatic Technologies (3)
   - GIS A470  GIS for Facility Management and Transportation Systems (3)
   - GIS A490  Selected Advanced Topics in GIS (3)

3. A maximum of 3 credits of Internship (GIS A295 or GIS A495) and 3 credits of Advanced Topics in Geomatics (GEO A490) or Advanced Topics in GIS (GIS A490) can be counted toward the Certificate in GIS. Faculty approval of the GEO A490 or GIS A490 topic is necessary for application of the course to the Certificate program.

4. A total of 32 credits is required for the Certificate in GIS.

ASSOCIATE OF APPLIED SCIENCE, GEOMATICS

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

**GENERAL UNIVERSITY REQUIREMENTS**

Complete the Associate of Applied Science General Degree Requirements located at the beginning of this chapter. Some of the major requirements will also fulfill Associate of Applied Science general requirements. Students should coordinate choices carefully with their academic advisor in the Department of Geomatics.

**ACADEMIC PROGRESS**

Students must complete all major requirement courses with a grade of C or higher. A student who is unable to earn a satisfactory grade in the major requirement courses during their initial enrollment may attempt to earn a satisfactory grade one additional time, on a space available basis. Failure to earn a grade of C or better on the second attempt results in removal from the Geomatics program.

**MAJOR REQUIREMENTS**

1. Complete 4 credits in physics:
   - PHYS A123 Basic Physics I (3)
   - PHYS A123L Basic Physics I Laboratory (1)
   or
   - PHYS A211 General Physics I (3)
   - PHYS A211L General Physics I Laboratory (1)

2. Complete the following required courses:
   - ENGL A212 Technical Writing 3
   - GEO A158 Geomatics Computer Fundamentals 3
   - MATH A200 Calculus I 4
   - GEO A137 Principles of Mapping 3
   - GEO A146 Surveying Computations 3
   - GEO A155 Fundamentals of Surveying 3
   - GEO A157 Analytical and Digital Cartography 3
   - GEO A166 Advanced Surveying 4
   - GEO A167 Remote Sensing and Image Analysis 4
   - GEO A248 Digital Terrain Cartography 3
   - GEO A256 Municipal and Civil Geomatics 4
   - GEO A257 Elements of Photogrammetry 3
   - GEO A267 Boundary Law I 4
   - GIS A268 Elements of Geographic Information Systems (GIS) 4

3. Electives to total of 60 credits.

**BACHELOR OF SCIENCE, GEOMATICS**

**ADMISSION REQUIREMENTS**

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

**GRADUATION REQUIREMENTS**

A. **GENERAL UNIVERSITY REQUIREMENTS**

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

B. **GENERAL EDUCATION REQUIREMENTS**

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

**ACADEMIC PROGRESS**

Students must complete all courses under major requirements with a grade of C or higher. A student who is unable to earn a satisfactory grade in the major requirement courses during their initial enrollment may attempt to earn a satisfactory grade one additional time, on a space available basis.
Failure to earn a grade of C or better on the second attempt results in removal from the Geomatics program.

C. MAJOR REQUIREMENTS

1. Complete 8 credits in physics from one of the following sequences:
   - PHYS A123 Basic Physics I (3)
   - PHYS A123L Basic Physics I Laboratory (1)
   - PHYS A124 Basic Physics II (3)
   - PHYS A124L Basic Physics II Laboratory (1)
   or
   - PHYS A211 General Physics I (3)
   - PHYS A211L General Physics I Laboratory (1)
   - PHYS A212 General Physics II (3)
   - PHYS A212L General Physics II Laboratory (1)

   These credits must be in addition to the 7 Natural Sciences credits taken to complete the General Education Requirement.

2. Complete the following:
   - ENGL A212 Technical Writing 3
   - GEO A158 Geomatics Computer Fundamentals 3
   - MATH A200 Calculus I 4
   - MATH A201 Calculus II 4
   - MATH A202 Calculus III 4

3. Complete one of the following:
   - MATH A302 Ordinary Differential Equations (3)
   - MATH A314 Linear Algebra (3)
   - STAT A307 Probability (3)

4. Complete all of the following:
   - GEO A137 Principles of Mapping 3
   - GEO A146 Surveying Computations 3
   - GEO A155 Fundamentals of Surveying 3
   - GEO A157 Analytical and Digital Cartography 3
   - GEO A166 Advanced Surveying 4
   - GEO A167 Remote Sensing and Image Analysis 4
   - GEO A248 Digital Terrain Cartography 3
   - GEO A256 Municipal and Civil Geomatics 4
   - GEO A257 Elements of Photogrammetry 3
   - GEO A267 Boundary Law I 4
   - GEO A355 Land Development and Design 3
   - GEO A359 Geodesy and Map Projections 3
   - GEO A365 Geomatic Adjustment and Analysis 4
   - GEO A457 Boundary Law II 4
   - GEO A460 Geomatics Design Project 3
   - GEO A466 Geopositioning 4
   - GIS A268 Elements of Geographic Information Systems (GIS) 4
   - GIS A366 Spatial Information Analysis and Modeling 3

5. Complete at least 12 credits in one of the emphasis areas.

Surveying Emphasis

a. Complete the following:
   - GEO A358 Programming for Digital Cartography 3
   - GEO A433 Hydrographic Surveying 3

b. Complete 6 credits from the following:
   - GEO A456 Geomatics and Civil Design (3)
   - GEO A459 Geodetic Geomatics (3)
   - GEO A467 Analytical and Digital Photogrammetry (3)
GEO A490  Selected Advanced Topics in Geomatics (1-6)
GIS A369  Land Information Systems (3)

**Geographic Information Systems (GIS) Emphasis**

a. Complete the following:
   GIS A458  Design and Management of Spatial Data  3

b. Complete 9 credits from the following:  12
   GIS A367  GIS and Remote Sensing (3)
   GIS A369  Land Information Systems (3)
   GIS A370  GIS and Remote Sensing for Natural Resources (3)
   GIS A375  GIS and Public Health (3)
   GIS A433  GIS and the Marine Environment (3)
   GIS A468  Integration of Geomatic Technologies (3)
   GIS A470  GIS for Facility Management and Transportation Systems (3)
   GIS A490  Selected Advanced Topics in GIS (1-6)

6. A total of 131 credits is required for the degree of which 42 must be upper division.

**FACULTY**

*Don Davis Jr., Professor/Chair, AFDD@uaa.alaska.edu*
*John Bean, Associate Professor, AFJB2@uaa.alaska.edu*
*Gennady Gienko, Associate Professor, AFGG@uaa.alaska.edu*
*Bill Hazelton, Associate Professor, AFBH3@uaa.alaska.edu*

**MINOR IN THE SCHOOL OF ENGINEERING**

To meet a variety of student needs, the School of Engineering offers several minor programs.

A choice of two types of Engineering minors are offered. The first is a minor program in General Engineering, which is for students that are majoring in a non-engineering baccalaureate degree. This program offers foundation coursework in core engineering topics.

The second is an Engineering Specialty minor program which is for students majoring in an engineering baccalaureate degree and, therefore, have completed much of the coursework in the Bachelor of Science in Engineering (BSE) or Civil Engineering (CE) program. Students within the engineering program may choose to pursue an Engineering Specialty minor in civil engineering, computer systems engineering, electrical engineering, or mechanical engineering.

Students enrolling in either engineering minor program must satisfy all prerequisite requirements for the courses required for the chosen minor. Non-engineering majors, such as students in the sciences or mathematics, will likely be better positioned to meet the prerequisite requirements in the General Engineering minor program. Students majoring in engineering disciplines will likely be better positioned to meet the prerequisite requirements for courses in the Engineering Specialty minor programs.

A minor in Geographic Information Systems (GIS) is offered for students who are majoring in baccalaureate degrees in a variety of disciplines and who are seeking for strong GIS knowledge and skills to enhance their specialty and further their professional career.

**COURSE REQUIREMENTS FOR MINOR**

A minor program of study must consist of a minimum of 18 credit hours. At least 6 credits must be upper division. Students must earn a cumulative GPA of at least 2.00 (C) in the minor. A minor may only be issued simultaneously with a baccalaureate degree. See Chapter 10 of the UAA Catalog for general information about minor requirements.
The course requirements for each of the minor are listed below. In cases where students have unique backgrounds or interests, course selection may be adapted accordingly through consultation with the School of Engineering faculty advisors.

**A. GENERAL ENGINEERING, MINOR**

The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR A151</td>
<td>Engineering Practices I</td>
<td>3</td>
</tr>
<tr>
<td>ENGR A161</td>
<td>Engineering Practices II</td>
<td>3</td>
</tr>
<tr>
<td>ES A208</td>
<td>Engineering Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

In addition, at least three courses must be selected from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE/ME A308</td>
<td>Instrumentation and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ES A309</td>
<td>Elements of Electrical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ES A331</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ES A341</td>
<td>Fluids Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ES A341L</td>
<td>Fluid Mechanics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ES A346</td>
<td>Basic Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>ESM A450</td>
<td>Economic Analysis and Operations</td>
<td>3</td>
</tr>
<tr>
<td>ME A334</td>
<td>Elements of Material Science</td>
<td></td>
</tr>
</tbody>
</table>

**B. ENGINEERING SPECIALTY MINORS**

**MINOR, CIVIL ENGINEERING**

A minimum of 18 credits must be selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A334</td>
<td>Properties of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CE A344</td>
<td>Water Resources Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A402</td>
<td>Transportation Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A422</td>
<td>Foundation Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A425</td>
<td>Highway Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A431</td>
<td>Structural Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CE A432</td>
<td>Steel Design</td>
<td>3</td>
</tr>
<tr>
<td>CE A433</td>
<td>Reinforced Concrete Design</td>
<td>3</td>
</tr>
<tr>
<td>CE A434</td>
<td>Timber Design</td>
<td>3</td>
</tr>
<tr>
<td>CE A435/L</td>
<td>Soil Mechanics with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CE A441</td>
<td>Introduction to Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A442</td>
<td>Environmental Systems Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**MINOR, COMPUTER SYSTEMS ENGINEERING**

A minimum of 18 credits must be selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS A330</td>
<td>Algorithms and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS A331</td>
<td>Programming Language Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CS A401</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CS A405</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CS A413</td>
<td>Computer and Data Security</td>
<td>3</td>
</tr>
<tr>
<td>CSE A335*</td>
<td>Operating Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSE A342</td>
<td>Digital Circuits Design</td>
<td>3</td>
</tr>
<tr>
<td>CSE A355*</td>
<td>Computer Networking for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>CSE A442</td>
<td>VLSI Circuit Design</td>
<td>3</td>
</tr>
<tr>
<td>CSE A445*</td>
<td>Computer Design and Interfacing</td>
<td>4</td>
</tr>
<tr>
<td>CSE A451*</td>
<td>Digital Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>CSE A465*</td>
<td>Network Security</td>
<td>3</td>
</tr>
</tbody>
</table>

**MINOR, ELECTRICAL ENGINEERING**

A minimum of 18 credits must be selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE A203</td>
<td>Fundamentals of Electrical Engineering I</td>
<td>4</td>
</tr>
</tbody>
</table>
EE A204 *  Fundamentals of Electrical Engineering II (4)
EE/CS A241  Computer Hardware Concepts (4)
EE/ME A308  Instrumentation and measurement (3)
EE A314 *  Electromagnetics (3)
EE A324  Electromagnetics II (3)
EE A324L*  Electromagnetics Laboratory II (1)
EE A353 *  Circuit Theory (3)
EE A407  Power Distribution (3)
EE A441  Integrated Circuit Design (3)
EE A465 *  Telecommunications (3)
EE/ME A471  Automatic Control (3)

**MINOR, MECHANICAL ENGINEERING**

A minimum of 18 credits must be selected from: 18

- ES A341 *  Fluid Mechanics (3)
- ES A341L *  Fluid Mechanics Laboratory (1)
- ES A346 *  Basic Thermodynamics (3)
- ME A302 *  Mechanical Design I (4)
- ME/EE A308 *  Instrumentation and Measurement (3)
- ME A313  Mechanical Engineering Thermodynamics (3)
- ME A334 *  Elements of Material Science (3)
- ME A403  Mechanical Design II (3)
- ME A408  Dynamics of Systems (3)
- ME A414  Thermal System Design (3)
- ME A441 *  Heat and Mass Transfer (3)
- ME/EE A471  Automatic Control (3)
- ME A664  Corrosion Processes and Engineering (3)
- ME A685  Arctic Heat and Mass Transfer (3)

**C. GEOGRAPHIC INFORMATION SYSTEMS (GIS) MINOR**

A minimum of 18 credits must be selected from: 18

- GEO A167  Remote Sensing/Image Analysis (4)
- GIS A268  Elements of Geographic Information Systems (GIS) (4)
- GIS A366  Spatial Information Analysis and Modeling (3)
- GIS A367  GIS and Remote Sensing (3)
- GIS A369  Land Information Systems (3)
- GIS A370  GIS and Remote Sensing for Natural Resources (3)
- GIS A375  GIS and Public Health (3)
- GIS A433  GIS and the Marine Environment (3)
- GIS A458  Design and Management of Spatial Data (3)
- GIS A468  Integration of Geomatic Technologies (3)
- GIS A470  GIS for Facility Management and Transportation Systems (3)
- GIS A490  Selected Advanced Topics in GIS (1-6)

*Note #1: MATH A200, MATH A201, MATH A202, MATH A302, PHYS A211, PHYS A212; CHEM A105, and CHEM A106 are required prerequisites for most of the Engineering minor programs listed. Students should plan and review the requirements for their specific minor program to determine exactly what prerequisites will be required.*

*Note #2: An "*" indicates a recommended set of courses for the minor.*

*Note #3: BSE or CE majors may pursue a BSE Engineering Specialty minor but may not pursue the BSE General Engineering minor.*
SCHOOL OF ENGINEERING

Engineering embraces the wide range of cultural and technical subjects related to the planning, design and manufacture, or construction of objects necessary for civilization. An engineer is an innovator, a builder and a problem solver. Engineers turn scientific knowledge into useful goods and services and are responsible to society for their engineering design decisions. They are interested in working with people often as team members in positions of leadership. Engineers are concerned about people and ways to provide society with improved living standards.

The School of Engineering offers areas of study at the undergraduate level:
- A four-year program leading to a Bachelor of Science in Engineering
- A four-year program leading to a Bachelor of Science in Civil Engineering; with three specialty tracks:
  - Mechanical Engineering
  - Electrical Engineering
  - Computer Systems Engineering
- A four-year program leading to a Bachelor of Science in Geomatics;
- A two-year program leading to an Associate of Applied Science in Geomatics;

ACCREDITATION
All Bachelor of Science programs are accredited by ABET (Accreditation Board for Engineering and Technology) and include the following:
1. Civil Engineering
2. Computer Systems Engineering
3. Electrical Engineering
4. Geomatics
5. Mechanical Engineering

CIVIL ENGINEERING
The UAA School of Engineering offers a Bachelor of Science in Civil Engineering to prepare students for the profession. Knowledge of mathematical and physical sciences gained by study, experience and practice is applied with judgment to develop ways to utilize materials and forces of nature for the progressive well-being of humanity. Students are prepared for improving and protecting the environment; providing facilities for community living, industry and transportation; and in providing structures for the use of humanity.

ENGINEERING
The UAA School of Engineering offers a Bachelor of Science in Engineering (BSE) with specializations in Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering. Graduates with a BSE have a broad range of engineering skills that are necessary when serving the infrastructure needs of remote rural areas typical of many Alaskan communities. The program emphasizes fundamental engineering principles as a basis for interdisciplinary design, teamwork, and for lifelong learning. Graduates are in a position to take advantage of a wide variety of professional opportunities and are well prepared for an engineering career in a technologically changing world.

GEOMATICS
Geomatics embraces the traditional disciplines of land surveying, mapping, geodesy, photogrammetry, and hydrography, together with the newer disciplines of remote sensing, digital photogrammetry, and spatial or geographic information systems (GIS). Geomaticians help design, map and manage the natural and the man-made resources of the earth. Their skills and efforts are important in project development and environmental protection. They gather, analyze, and manipulate data, map results; and help design new developments. The disciplines used in geomatics are based on advancing technologies and use an integrated approach to the acquisition, analysis, storage, distribution, management, and application of spatially referenced data.

SCHOOL OF ENGINEERING MINORS IN ENGINEERING
To meet a variety of student needs, the School of Engineering offers several minor programs to meet two sets of student needs. A choice of two types of Engineering minors are offered. The first is a minor in General Engineering which is for students who are majoring in a non-engineering baccalaureate degree. The second is an Engineering Specialty minor program which is for students majoring in an engineering baccalaureate degree and, therefore, have completed much of the coursework in the Bachelor of Science in Engineering (BSE) or Civil Engineering (CE) program. Engineering Specialty minors are in civil engineering, computer systems engineering, electrical engineering, or mechanical engineering. Additional aA minor in Geographic Information Systems (GIS) is offered for students who are majoring in baccalaureate degrees in a variety of disciplines, and seeking for strong GIS knowledge and skills to enhance their specialty and support sustainable professional career.

GEOMATICS

Engineering Building (ENGR), Room 21302, (907) 786-1972  
www.engr.uaa.alaska.edu

The Department of Geomatics offers two degrees and a certificate: a two-year Associate of Applied Science in Geomatics; a four-year Bachelor of Science in Geomatics; a Minor in Geographic Information Systems (GIS) and a Certificate in Geographic Information Systems (GIS). Students seeking the baccalaureate degree may graduate in one of two emphasis areas: Surveying or Geographic Information Systems (GIS). Students seeking continuing education for technical or professional enhancement or a concentrated area of study in Geographic Information Systems should consider either the Minor in GIS or the Certificate in GIS. The Geomatics program is science-based and includes:

- Land surveying using global positioning systems and conventional techniques
- Automated mapping
- Computational analysis and adjustment
- Geodesy
- Principles of boundary law
- Geographic Information Systems (GIS)
- Digital photogrammetry
- Remote sensing and image analysis

The wide diversity in the profession creates a similar diversity of employment opportunities. The Certificate in GIS educates students with a broad base of concepts and theory, provides them with hands-on training in real world problems that are relevant to Alaska’s environment, and allows them to explore several thematic areas in GIS applications, such as facilities management, transportation, marine environments, and natural resources.

The Minor in Geographic Information Systems (GIS) is designed for students, pursuing their major baccalaureate degrees in a variety of disciplines, from science and arts to business management and engineering, and wishing to enhance their knowledge by studying different aspects of GIS and Remote Sensing. Geographic Information Systems, as a part of Geospatial Science and Information Technologies, is widely used in many industries important to Alaska (e.g., oil, gas, governance and administrations, municipalities and the state, state-wide and federal agencies and departments, transportation, natural resources, land management, parks and recreation, etc.); research (sustainability, biodiversity, ecology, geology, anthropology, socio-economics, etc.); homeland security and military applications; and non-profit organizations.

The Associate of Applied Science in Geomatics prepares students for technician-level employment as land survey technicians or as automated mapping technicians. Those working as survey technicians frequently work outdoors, travel to various job locations, and enjoy an independent lifestyle. Automated mapping technicians work with the latest cartographic techniques and equipment and easily transfer skills learned in Geomatics courses to other disciplines.
The Bachelor of Science prepares students for a wide variety of professional-level opportunities. Since Alaska poses unique Geomatic challenges, the curriculum emphasizes northern principles and practices. UAA graduates are highly employable in the Alaska marketplace and worldwide. Employment opportunities are found in private industry, government, and municipal agencies. Geomaticians working at the professional level enjoy responsibility and a choice of indoor and outdoor employment with many opportunities for advancement and diversification.

The new high tech fields open employment in GIS, photogrammetry, remote sensing, land surveying, automated mapping, land design and planning, survey engineering, and resource management positions. In Alaska, geomaticians work on State and Native land claims, mining claims, fishing leases, petroleum reserves, forest selections, transportation corridors, private developments, government and military projects. In Alaska and elsewhere, geomaticians work in land surveying, land development and design, mapping and tax assessment, the defense industry, environmental engineering assessment and management, public safety and welfare, medicine, transportation, agriculture, business, and natural sciences.

Professional predictors indicate that employment opportunities will be strong for the various geomatics specialties in Alaska and the Pacific Rim well into the 21st century. While enrolled in the program, students are eligible for cooperative employment programs with government agencies and with private industry during the summer and for intern programs during the school year.

The Department of Geomatics accommodates a wide variety of student objectives from entry level to professional preparation and encourages the nontraditional student to return for training in current practices and principles.

Students seeking professional licensing as registered land surveyors and those who are interested in specializing in surveying or geographic information systems (GIS) should enroll in the Bachelor of Science program. For the most effective planning, bachelor’s degree candidates should declare their intent by the second semester of their Geomatics studies.

**ACCREDITATION**

The Bachelor of Science program in Geomatics at UAA is accredited by the Applied Science Accreditation Commission (ASAC) of ABET, Inc., 111 Market Pl., Suite 1050, Baltimore, MD, 21202.

**PROGRAM EDUCATIONAL OBJECTIVES AND PROGRAM OUTCOMES**

**PROGRAM EDUCATIONAL OBJECTIVES**

The curriculum of the UAA Geomatics program is designed to produce graduates who:

1. Have a basic knowledge of the principles and skills relating to the Geomatics disciplines of land surveying, surveying boundary law, surveying computations and adjustments, mapping, geodesy, and photogrammetry, together with the newer disciplines of remote sensing, digital photogrammetry, global positioning systems (GPS), and spatial or geographic information systems (GIS);
2. Have an understanding of the principles related to project delivery;
3. Have sufficient technical competence to obtain employment as an entry-level Geomatics professional and to be able to progress professionally within the discipline, and to be prepared for advanced studies;
4. Have a fundamental understanding of the issues relating to Geomatics practice in GIS;
5. Are able to communicate their ideas;
6. Are able to work within a team environment; and
7. Are prepared for and understand the need for continued professional development throughout their careers.

**PROGRAM OUTCOMES**

In keeping with the Program Educational Objectives, it is expected that graduates of the UAA Geomatics program will have:

1. An ability to apply knowledge of mathematics through Calculus III and either linear algebra or differential equations or probability and statistics, and general physics;
2. An ability to collect, analyze and interpret data in all of the recognized surveying and mapping areas;
3. An ability to identify, formulate, and design a Geomatics system, component or process to meet desired needs;
4. An ability to function on multi-disciplinary as well as on inter-disciplinary teams;
5. An ability to think critically and to creatively solve Geomatics problems;
6. An understanding of professional and ethical responsibility;
7. An ability to communicate effectively;
8. The broad education necessary to understand the impact of Geomatics solutions in a global and societal context;
9. A recognition of the need for, and ability to engage in, life-long learning;
10. A knowledge of contemporary issues in professional practice;
11. An ability to use the techniques, skills and modern Geomatics tools necessary for Geomatics practice; and
12. An ability to apply knowledge in all six areas of surveying and mapping:
   i. Field surveying and methods;
   ii. Photogrammetric mapping and image interpretation and remote sensing;
   iii. Surveying calculation and data adjustment;
   iv. Geodetic co-ordinates and astronomy;
   v. Cartographic representation, projections, and map production;

**HONORS IN GEOMATICS**

Undergraduate students may be recognized for exceptional performance by earning Departmental Honors in Geomatics. To receive honors in Geomatics, a student must meet each of the following requirements:
1. Complete all requirements for a BS in Geomatics.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional geomatics society that addresses issues relevant to the geomatics profession.
3. Have a GPA of 3.50 or higher in their geomatics and geographic information system courses of their catalog year. Have a GPA of 3.30 or higher for their over-all cumulative GPA.
4. Pass the Fundamentals of Surveying Examination prior to the completion of the first semester of their senior year.
5. Document a minimum of eight weeks work experience while a student at the University of Alaska in a geomatics or geomatics-related position.

**ADVISING**

All undergraduate 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 consult the faculty in the Department of Geomatics for assistance in designing their course of study to ensure that all prerequisites have been met and that university and major degree requirements are understood and followed.

**PREREQUISITES**

All prerequisites for Geomatics courses must be completed with a grade of C or higher.

**PREPARATION**

The University offers courses to help students without this preparation to meet the skill level required in the Geomatics program. Insufficient preparation will increase the number of semesters required to complete either degree.

Students seeking the Certificate in Geographic Information Systems, the Associate of Applied Science or Bachelor of Science in Geomatics should prepare for entrance into the program by completing the following high school courses:

**Mathematics**
- Algebra II
- Trigonometry

**Science**
- Physics
English Composition  
Skill level as demonstrated by ACT, SAT or approved placement test to qualify for enrollment in ENGL A111

UNDERGRADUATE CERTIFICATE, GEOGRAPHIC INFORMATION SYSTEMS

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

COURSE REQUIREMENTS
Certain courses require prerequisites or faculty permission. Contact (907) 786-1972 for further information.

MAJOR REQUIREMENTS
In order to receive a Certificate in GIS, students must achieve a grade of C or higher in all courses applied to the certificate.

1. Complete the following required courses:
   - GEO A137  Principles of Mapping  3
   - GEO A167  Remote Sensing and Image Analysis  4
   - GIS A268  Elements of Geographic Information Systems (GIS)  4
   - GIS A366  Spatial Information Analysis and Modeling  3
   - GIS A367  GIS and Remote Sensing  3
   - GIS A458  Design and Management of Spatial Data  3
   - GIS A460  GIS Senior Project  3
   - GEO A490  Selected Advanced Topics in Geomatics (3)

2. Complete 9 credits from the following elective courses:  9
   - GIS A295  Internship in Geographic Information Systems I (3)
   - GIS A495  Internship in Geographic Information Systems II (3)
   - GIS A369  Land Information Systems (3)
   - GIS A370  GIS and Remote Sensing for Natural Resources (3)
   - GIS A375  GIS and Public Health (3)
   - GIS A433  GIS and the Marine Environment (3)
   - GIS A468  Integration of Geomatic Technologies (3)
   - GIS A470  GIS for Facility Management and Transportation Systems (3)
   - GIS A490  Selected Advanced Topics in GIS (3)

3. A maximum of 3 credits of Internship (GIS A295 or GIS A495) and 3 credits of Advanced Topics in Geomatics (GEO A490) or Advanced Topics in GIS (GIS A490) can be counted toward the Certificate in GIS. Faculty approval of the GEO A490 or GIS A490 topic is necessary for application of the course to the Certificate program.

4. A total of 32 credits is required for the Certificate in GIS.

ASSOCIATE OF APPLIED SCIENCE, GEOMATICS

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

**GENERAL UNIVERSITY REQUIREMENTS**
Complete the Associate of Applied Science General Degree Requirements located at the beginning of this chapter. Some of the major requirements will also fulfill Associate of Applied Science general requirements. Students should coordinate choices carefully with their academic advisor in the Department of Geomatics.

**ACADEMIC PROGRESS**
Students must complete all major requirement courses with a grade of C or higher. A student who is unable to earn a satisfactory grade in the major requirement courses during their initial enrollment may attempt to earn a satisfactory grade one additional time, on a space available basis. Failure to earn a grade of C or better on the second attempt results in removal from the Geomatics program.

**MAJOR REQUIREMENTS**
1. Complete 4 credits in physics:
   - PHYS A123 Basic Physics I (3)
   - PHYS A123L Basic Physics I Laboratory (1)
   or
   - PHYS A211 General Physics I (3)
   - PHYS A211L General Physics I Laboratory (1)
2. Complete the following required courses:
   - ENGL A212 Technical Writing 3
   - ES A210 Technology and Geomatics Computer Fundamentals 3
   - MATH A200 Calculus I 4
   - GEO A137 Principles of Mapping 3
   - GEO A146 Surveying Computations 3
   - GEO A155 Fundamentals of Surveying 3
   - GEO A157 Analytical and Digital Cartography 3
   - GEO A166 Advanced Surveying 4
   - GEO A167 Remote Sensing and Image Analysis 4
   - GEO A248 Digital Terrain Cartography 3
   - GEO A256 Municipal and Civil Geomatics 4
   - GEO A257 Elements of Photogrammetry 3
   - GEO A267 Boundary Law I 4
   - GIS A268 Elements of Geographic Information Systems (GIS) 4
3. Electives to total of 60 credits.

**BACHELOR OF SCIENCE, GEOMATICS**

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

**GRADUATION REQUIREMENTS**
A. **GENERAL UNIVERSITY REQUIREMENTS**
   Complete the General University Requirements for All Baccalaureate Degrees at the beginning of this chapter.

B. **GENERAL EDUCATION REQUIREMENTS**
   Complete the General Education Requirements for Baccalaureate Degrees at the beginning of this chapter.

**ACADEMIC PROGRESS**
Students must complete all courses under major requirements with a grade of C or higher. A student who is unable to earn a satisfactory grade in the major requirement courses during their initial enrollment may attempt to earn a satisfactory grade one additional time, on a space available basis.
Failure to earn a grade of C or better on the second attempt results in removal from the Geomatics program.

## C. MAJOR REQUIREMENTS

1. Complete 8 credits in physics from one of the following sequences: 8
   - PHYS A123 Basic Physics I (3)
   - PHYS A123L Basic Physics I Laboratory (1)
   - PHYS A124 Basic Physics II (3)
   - PHYS A124L Basic Physics II Laboratory (1)
   or
   - PHYS A211 General Physics I (3)
   - PHYS A211L General Physics I Laboratory (1)
   - PHYS A212 General Physics II (3)
   - PHYS A212L General Physics II Laboratory (1)
   
   These credits must be in addition to the 7 Natural Sciences credits taken to complete the General Education Requirement.

2. Complete the following: 3
   - ENGL A212 Technical Writing
   - ES A201
   - GEO A158 Computer Techniques
   - Geomatics Computer Fundamentals

3. Complete one of the following: 3
   - MATH A200 Calculus I
   - MATH A201 Calculus II
   - MATH A202 Calculus III

4. Complete all of the following: 3
   - GEO A137 Principles of Mapping
   - GEO A146 Surveying Computations
   - GEO A153 Fundamentals of Surveying
   - GEO A157 Analytical and Digital Cartography
   - GEO A166 Advanced Surveying
   - GEO A167 Remote Sensing and Image Analysis
   - GEO A248 Digital Terrain Cartography
   - GEO A256 Municipal and Civil Geomatics
   - GEO A257 Elements of Photogrammetry
   - GEO A267 Boundary Law I
   - GEO A355 Land Development and Design
   - GEO A359 Geodesy and Map Projections
   - GEO A365 Geomatic Adjustment and Analysis
   - GEO A457 Boundary Law II
   - GEO A460 Geomatics Design Project
   - GEO A466 Geopositioning
   - GIS A268 Elements of Geographic Information Systems (GIS)
   - GIS A366 Spatial Information Analysis and Modeling

5. Complete at least 12 credits in one of the emphasis areas. 12

### Surveying Emphasis

a. Complete the following: 3
   - GEO A358 Programming for Digital Cartography
   - GEO A433 Hydrographic Surveying

b. Complete 9 credits from the following: 9
   - GEO A456 Geomatics and Civil Design (3)
   - GEO A459 Geodetic Geomatics (3)
   - GEO A467 Analytical and Digital Photogrammetry (3)
GEO A490  Selected Advanced Topics in Geomatics (1-6)
GIS A369  Land Information Systems (3)

Geographic Information Systems (GIS) Emphasis

a. Complete the following:
   GIS A458  Design and Management of Spatial Data  3

b. Complete 12 credits from the following:  12
   GIS A367  GIS and Remote Sensing (3)
   GIS A369  Land Information Systems (3)
   GIS A370  GIS and Remote Sensing for Natural Resources (3)
   GIS A375  GIS and Public Health (3)
   GIS A433  GIS and the Marine Environment (3)
   GIS A468  Integration of Geomatic Technologies (3)
   GIS A470  GIS for Facility Management and Transportation Systems (3)
   GIS A490  Selected Advanced Topics in GIS (1-6)

6. A total of 131 credits is required for the degree of which 42 must be upper division.

FACULTY
Don Davis Jr., Professor/Chair, AFDD@uaa.alaska.edu
John Bean, Associate Professor, AFJB2@uaa.alaska.edu
Gennady Gienko, Associate Professor, AFGG@uaa.alaska.edu
Bill Hazelton, Associate Professor, AFBH3@uaa.alaska.edu

MINOR IN THE SCHOOL OF ENGINEERING
To meet a variety of student needs, the School of Engineering offers several minor programs to meet two sets of student needs.

A choice of two types of Engineering minors are offered. The first is a minor program in General Engineering, which is for students that are majoring in a non-engineering baccalaureate degree. This program offers foundation coursework in core engineering topics.

The second is an Engineering Specialty minor program which is for students majoring in an engineering baccalaureate degree and, therefore, have completed much of the coursework in the Bachelor of Science in Engineering (BSE) or Civil Engineering (CE) program. Students within the engineering program may choose to pursue an Engineering Specialty minor in civil engineering, computer systems engineering, electrical engineering, or mechanical engineering.

Students enrolling in either engineering minor program must satisfy all prerequisite requirements for the courses required for the chosen minor. Non-engineering majors, such as students in the sciences or mathematics, will likely be better positioned to meet the prerequisite requirements in the General Engineering minor program. Students majoring in engineering disciplines will likely be better positioned to meet the prerequisite requirements for courses in the Engineering Specialty minor programs.

A minor in Geographic Information Systems (GIS) is offered for students who are majoring in baccalaureate degrees in a variety of disciplines and who are seeking for strong GIS knowledge and skills to enhance their specialty and further their professional career.

COURSE REQUIREMENTS FOR MINOR IN ENGINEERING
A minor program of study must consist of a minimum of 18 credit hours. At least 6 credits must be upper division. Students must earn a cumulative GPA of at least 2.00 (C) in the minor. A minor may only be issued simultaneously with a baccalaureate degree. See Chapter 10 of the UAA Catalog for general information about minor requirements.
The course requirements for each of the engineering minor are listed below. In cases where students have unique backgrounds or interests, course selection may be adapted accordingly through consultation with the School of Engineering faculty advisors.

A. **GENERAL ENGINEERING, MINOR**

The following courses are required:

- ENGR A151  Engineering Practices I  3
- ENGR A161  Engineering Practices II  3
- ES A208  Engineering Mechanics  4

In addition, at least three courses must be selected from the following list:  9

- EE/ME A308  Instrumentation and Measurement (3)
- ES A309  Elements of Electrical Engineering (3)
- ES A331  Mechanics of Materials (3)
- ES A341  Fluid Mechanics (3)
- ES A341L  Fluid Mechanics Laboratory (1)
- ES A346  Basic Thermodynamics (3)
- ESM A450  Economic Analysis and Operations (3)
- ME A334  Elements of Material Science (3)

B. **ENGINEERING SPECIALTY MINORS**

**MINOR, CIVIL ENGINEERING**

A minimum of 18 credits must be selected from:  18

- CE A334  Properties of Materials (3)
- CE A344  Water Resources Engineering (3)
- CE A402  Transportation Engineering (3)
- CE A422  Foundation Engineering (3)
- CE A425  Highway Engineering (3)
- CE A431  Structural Analysis (4)
- CE A432  Steel Design (3)
- CE A433  Reinforced Concrete Design (3)
- CE A434  Timber Design (3)
- CE A435/L  Soil Mechanics with Laboratory (3)
- CE A441  Introduction to Environmental Engineering (3)
- CE A442  Environmental Systems Design (3)

**MINOR, COMPUTER SYSTEMS ENGINEERING**

A minimum of 18 credits must be selected from:  18

- CS A330  Algorithms and Data Structures (3)
- CS A331  Programming Language Concepts (3)
- CS A401  Software Engineering (3)
- CS A405  Artificial Intelligence (3)
- CS A413  Computer and Data Security (3)
- CSE A335*  Operating Systems Engineering (3)
- CSE A342  Digital Circuits Design (3)
- CSE A355  Computer Networking for Engineers (3)
- CSE A442  VLSI Circuit Design (3)
- CSE A445  Computer Design and Interfacing (4)
- CSE A451  Digital Signal Processing (3)
- CSE A465  Network Security (3)
MINOR, ELECTRICAL ENGINEERING
A minimum of 18 credits must be selected from:

EE A203 * Fundamentals of Electrical Engineering I (4)
EE A204 * Fundamentals of Electrical Engineering II (4)
EECS A241 Computer Hardware Concepts (4)
EE/ME A308 Instrumentation and measurement (3)
EE A314 * Electromagnetics (3)
EE A324 Electromagnetics II (3)
EE A324L* Electromagnetics Laboratory II (1)
EE A353 * Circuit Theory (3)
EE A407 Power Distribution (3)
EE A441 Integrated Circuit Design (3)
EE A465 * Telecommunications (3)
EE/ME A471 Automatic Control (3)

MINOR, MECHANICAL ENGINEERING
A minimum of 18 credits must be selected from:

ES A341 * Fluid Mechanics(3)
ES A341L * Fluid Mechanics Laboratory (1)
ES A346 * Basic Thermodynamics (3)
ME A302 * Mechanical Design I (4)
ME/EE A308 * Instrumentation and Measurement (3)
ME A313 Mechanical Engineering
Thermodynamics (3)
ME A334 * Elements of Material Science (3)
ME A403 Mechanical Design II (3)
ME A408 Dynamics of Systems (3)
ME A414 Thermal System Design (3)
ME A441 * Heat and Mass Transfer (3)
ME/EE A471 Automatic Control (3)
ME A664 Corrosion Processes and Engineering (3)
ME A605 Arctic Heat and Mass Transfer (3)

C. GEOGRAPHIC INFORMATION SYSTEMS (GIS), MINOR
A minimum of 18 credits must be selected from:

GIS A167 Remote Sensing/Image Analysis (4)
GIS A268 Elements of Geographic Information Systems (GIS) (4)
GIS A366 Spatial Information Analysis and Modeling (3)
GIS A367 GIS and Remote Sensing (3)
GIS A369 Land Information Systems (2)
GIS A370 GIS and Remote Sensing for Natural Resources (3)
GIS A375 GIS and Public Health (3)
GIS A433 GIS and the Marine Environment (3)
GIS A438 Design and Management of Spatial Data (2)
GIS A468 Integration of Geomatic Technologies (3)
GIS A470 GIS for Facility Management and Transportation Systems (2)
GIS A490 Selected Advanced Topics in GIS (1-6)

Note #1: MATH A200, MATH A201, MATH A202, MATH A302, PHYS A211, PHYS A212; CHEM A105, and CHEM A106 are required prerequisites for most of the Engineering minor programs listed. Students should plan and review the requirements for their specific minor program to determine exactly what prerequisites will be required.

Note #2: An "*" indicates a recommended set of courses for the minor.
Note #3: BSE or CE majors may pursue a BSE Engineering Specialty minor but may not pursue the BSE General Engineering minor.
**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>ADHS Div of Human Svs Health Sci</td>
<td>Human Services</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>A256</td>
<td>HUMS A256</td>
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### 6. Complete Course Title

**Groups and Organizations**

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

### 7. Type of Course

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

### 8. Type of Action:

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

*If a change, mark appropriate boxes:*

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Repeat Status
- [x] Cross-Listed/Stacked
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] Other Restrictions
- [ ] College
- [ ] Major
- [x] Other Revisions (please specify)

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

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

### 10. Grading Basis

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<th>Semester/year</th>
<th>Fall 2010/</th>
<th>9999</th>
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</table>

### 11. Implementation Date

From: Fall 2010/  
To: /9999

### 12. Cross Listed with  
N/A

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

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

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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): Laura Kelley  
Initiator Signed Initials: _______  
Date: __________

### 13b. Coordination Email

Date: 2/22/10  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

Date: 2/22/10

### 14. General Education Requirement

Mark appropriate box:

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

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

Introduces social, organizational and work-group behavior within a human service context.

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

N/A

### 16b. Test Score(s)

N/A

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

N/A

### 16d. Other Restriction(s)

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

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

N/A

### 17. Mark if course has fees

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

### 19. Justification for Action

Curriculum update and revisions to meet new accreditation standards.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Kelley</td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
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</tbody>
</table>
I. Initiation Date
   March 2010

II. Course Information
   a. College: College of Health and Social Welfare
       b. Course Title: Groups and Organizations
       c. Course Subject/Number: HUMS A256
       d. Credit Hours: 3
       e. Contact Hours: 3+0
       f. Grading Information: A-F
       g. Course Description: Introduces social, organizational, and work group behavior within a human service context.
       h. Status of course relative to degree/certificate program: Applied to AAS in Human Services
       i. Lab Fees: No
       j. Coordination: UAA Faculty Listserv
       k. Course Prerequisites: N/A
       l. Registration Restrictions: N/A

III. Course Level Justification
   A foundational orientation to social, organizational, and work-group behavior within a human service context required for associate degree students.

IV. Instructional Goals
   The instructor will:
   1.0 Introduce and discuss theoretical concepts associated with group behavior in a variety of human service work environments including: organizational, intra-organizational community, and small work groups
   2.0 Guide students through the application of group and organizational theory as applied to human service delivery organizations.
   3.0 Present and demonstrate the principles of work and task group dynamics and skills.
   4.0 Evaluate and demonstrate the principles of organizational, community and work-group dynamics to provide skills for group members and group leaders.

V. Student Outcomes
   Students will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe group behavior within a work environment.</td>
<td>Class discussion, case studies, and paper</td>
</tr>
</tbody>
</table>
VI. Outline

1.0 Group Behavior and the Work Environment
   1.1 Theoretical concepts of work related groups and organizations
   1.2 Human service applications

2.0 Group Behavior and the Organizational and Intra-organizational Environment
   2.1 Elements of decision making
   2.2 Group interactions and task accomplishment
   2.3 Political and financial impacts
   2.4 Human service applications

3.0 Communities as Human Service Delivery Systems
   3.1 Cooperation, coordination, and collaboration
   3.2 Interagency and intra-agency groups and organizations
   3.3 The roles of culture and families within communities
   3.4 Community development

4.0 Group Behavior within the Organizational Environment
   4.1 Small groups as a social system
   4.2 Work and task oriented groups
   4.3 Skills associated with participation in a work group
   4.4 Skills associated with leading a work group

VII. Suggested Texts


VIII: Bibliography


## Course Action Request

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

<table>
<thead>
<tr>
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<td>1c. Department</td>
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### Complete Course Title

**Topics in Politics**

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

### Type of Course

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

### Type of Action:

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

If a change, mark appropriate boxes:

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

### Repeat Status

- Yes: 
  - # of Repeats: 1
  - Max Credits: 6

### Grading Basis

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

### Implementation Date

- From: Fall/2010
- To: 9999

### Cross Listed with

- [ ] Stacked with

### Impacted Courses or Programs:

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

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<td>459</td>
<td>02/08/2010</td>
<td>James Muller</td>
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### General Education Requirement

Mark appropriate box:

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

### Course Description

Introductory-level examination of current or ongoing topic of interest related to one or more sub-fields within Political Science.

### Course Prerequisite(s)

- [ ] N/A

### Test Score(s)

- [ ] N/A

### Co-requisite(s)

- [ ] N/A

### Registration Restriction(s)

- [ ] N/A

### Mark if course has fees

- [x] Yes

### Mark if course is a selected topic course

- [x] Yes

### Justification for Action

Updating CAR and CCG for accreditation. Minor changes to course description and course content guide.

Initiator Name (typed): April Wilson Susky
Initiator Signed Initials: 

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

13b. Coordination Email  Date: 02/08/2010

13c. Coordination with Library Liaison  Date: N/A

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

19. Justification for Action

Updating CAR and CCG for accreditation. Minor changes to course description and course content guide.

Initiator (faculty only)

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Department Chairperson

Date

Approved

Disapproved

Curriculum Committee Chairperson

Date

Approved

Disapproved

Provost or Designee

Date
I. **Initiation Date:** February, 2010

II. **Course Information:**

A. College: College of Arts and Sciences  
B. Department: Political Science  
C. Course Title: Topics in Politics  
D. Course Subject/number: PS A201  
E. Credit Hours: 1-3.0 Credits  
F. Contact Time: 1-3+0 Contact Time  
G. Grading Information: A-F  
H. Course Description: Introductory-level examination of current or ongoing topic of interest related to one or more sub-fields within Political Science  

I. Course Prerequisites: None  
J. Course Fees: None  
K. Status of Course: Course provides undergraduate elective credit and meets community education and community interest missions of UAA.

I. **Course Level Justification:**

This course provides an introductory examination of a single topic relevant to the study of Political Science.

II. **Instructional Goals and Outcomes:**

A. Instructional Goals:  
This selected topics course provides a means of serving student and community needs to become informed about topics of current or ongoing interest in politics, political institutions, and political affairs.  
The instructor will:
1. Introduce the selected topic and explain its relevance to the study of political science.

2. Present analysis of the selected topic using appropriate theoretical and methodological approaches used in the discipline of political science.

3. Present and explain contemporary and classic works of political analysis (including books, articles, films, and other media) that shed light on the selected topic.

B. Student Outcomes:

The student will be able to:

1. Describe and explain a selected topic or event using introductory terms and concepts relevant to the study of political science.

2. Relate, where appropriate, the selected topic to theoretical and methodological approaches relevant to the discipline of political science.

3. Recognize and discuss important writings in political science that focus on this topic.

C. Assessment Measures:

Various assessment tools can be used at the instructor’s discretion, including: content exams and essays based on assigned readings; research papers; group discussions; and student presentations. The specific number, type, and weighting of assignments will vary according to the number of course credits and discretion of the instructor.

IV. Sample Topical Course Outline: The 2008 General Election

1.0 Overview of the American Electoral Process
   1.1 Electoral Landscape
   1.2 Deciding to Run
   1.3 Winnowing the Candidates
   1.4 Party Nominations
   1.5 Post-primary Campaigning
   1.6 General Elections
   1.6 Suffrage
   1.7 Voter Mobilization

2.0 Money and Elections
   2.1 Has Money Corrupted Our Electoral Process?
   2.2 Fundraising
   2.3 Campaign Finance Reform
   2.4 Speaker: Andrew Halcro
3.0 Representation in Elections
4.0 Media
   4.1 Function of Media: Watchdog or Pit Bull?
   4.2 Campaign Press Coverage
   4.3 Paid media
   4.4 New Media
5.0 Campaigns
   5.1 Centralized versus Decentralized Organizational Structures
   5.2 Strategies
   5.3 Communication
6.0 Political Parties
   6.1 Parties, Media, and Electoral Communication
   6.2 Third Parties in America and in Alaska
7.0 Interest Groups
8.0 Third Party Participation
9.0 Big Issues in the 2008 General Election
10.0 Spotlight: Congressional Races in Alaska
11.0 Ballot Measures and Initiatives
   11.1 The Initiative Process in Alaska
   11.2 2008 Ballot Measures and Initiatives in Alaska
   11.3 2008 Ballot Measures and Initiatives Outside
12.0 Judicial Retention Elections in Alaska
13.0 The 2008 Presidential Race
   13.1 Candidates
   13.2 Campaigns
14.0 Election Results, Review, and Analysis
15.0 Campaigning and Governing
   15.1 Elections and Governing: A Tenuous Connection
   15.2 Future of Democracy in America

V. Sample Suggested Texts


VI. Sample Select Bibliography


### Course Action Request

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

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<thead>
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<th>1c. Department</th>
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**Complete Course Title**  
Comparative Political Economy  
Comp. Political Economy  
Abbreviated Title for Transcript (30 character)

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

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

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

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

**Implementation Date**  
From: FALL 2010  
To: 9999

**Cross Listed with**  
- [ ] Stacked with  
- [ ] Cross-Listed Coordination Signature

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

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Initiator Name (typed): Mara Kimmel  
Initiator Signed Initials: __________________________ Date: __________________

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

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

Explores how political power shapes economic outcomes and how economic forces influence political action. Includes an introduction to the prominent theories of international political economy, describes IPE institutions, and presents and analyzes global trade and development theories and other contemporary challenges to IPE.

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

- PS A102

**Test Score(s)**

- N/A

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

- N/A

**Other Restriction(s)**

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

**Registration Restriction(s)** (non-codable)

- N/A

**Mark if course has fees**  
- [ ]

**Mark if course is a selected topic course**  
- [ ]

**Justification for Action**  
Updating course action request, course content guide and course description.

Initiator (faculty only): Mara Kimmel  
Initiator Signed Initials: __________________________ Date: __________________

- [ ] Approved  
- [ ] Disapproved

Dean/Director of School/College  
Date:

- [ ] Approved  
- [ ] Disapproved

Undergraduate/Graduate Academic  
Date:

- [ ] Approved  
- [ ] Disapproved

Board Chairperson  
Date:

- [ ] Approved  
- [ ] Disapproved

Provost or Designee  
Date:
Course Content Guide

Political Science

PS A301

Date:    February 05, 2010
College:   College of Arts and Sciences
Course Number:  PS A301
Number of Credits:  3
Contact Hours:  3 + 0
Course Program Title:  Comparative Political Economy
Grading Basis:  A - F

Course Description:

Explores how political power shapes economic outcomes and how economic forces influence political action. Includes an introduction to the prominent theories of international political economy, describes IPE institutions, and presents and analyzes global trade and development theories and other contemporary challenges to IPE.

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

Prerequisites:  PS A102

1. Instructional Goals and Student Outcomes:

   a. The instructor will

      1. Discuss the evolution of the dominant theories of International Political Economy.
      2. Describe the history of IPE institutions.
      3. Develop knowledge of the working of the global trade and development.
      4. Analyze contemporary challenges to IPE including poverty, globalization, climate change, and north-south relations.
      5. Develop communication skills, both written and oral applicable to the chosen topic.
6. Develop research skills relevant to the process and methods of the field of political science.

b. **Student will be able to**

1. Discuss the history and evolution of theories of international political economy.
2. Describe international systems of political economy including global trade and aid regimes.
3. Analyze contemporary issues of global political economy
4. Demonstrate political research skills.
5. Demonstrate writing competence and oral communication skills.

2. **Guidelines for Evaluation:**

   Student evaluation is based on regular course attendance and participation in class discussion; three written research papers, and a group presentation.

3. **Course Level Justification:**

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

4. **Topical Course Outline:**

   a. Trace the history and evolution of the dominant theories of political economy.

   b. Discuss the history of the development of international political economic institutions.

   c. Analyze particular issues of IPE in the context of the underlying theories and institutions.

5. **Suggested Texts:**


6. **Bibliography**


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

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

2. Course Prefix  
PS  
3. Course Number  
A312  
4. Previous Course Prefix & Number  
5a. Credits/CEUs  
3.0  
5b. Contact Hours  
(Lecture + Lab)  
(3+)

6. Complete Course Title  
Comparative Politics: Case Studies  
Comp. Politics: Case Studies  
Abbreviated Title for Transcript (30 character)

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

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

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

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

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

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

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

13a. Impacted Courses or Programs:  List any programs or college requirements that require this course.  
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13b. Coordination Email  
Date: 2/05/2010  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

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

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

15. Course Description (suggested length 20 to 50 words)  
A detailed analysis of the political systems of several selected independent sovereign nation states. The cases selected for study represent contrasting types of political systems in different regions of the world.

16a. Course Prerequisite(s) (list prefix and number)  
PS A311  
16b. Test Score(s)  
N/A  
16c. Co-requisite(s) (concurrent enrollment required)  
N/A

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  
16e. Registration Restriction(s) (non-codable)  
N/A

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

19. Justification for Action  
Updating course action request and course content guide.

Initiator Name (typed): Mara Kimmel  
Initiator Signed Initials: ______________________  Date: ____________

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

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

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

15. Course Description (suggested length 20 to 50 words)  
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16a. Course Prerequisite(s) (list prefix and number)  
PS A311  
16b. Test Score(s)  
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16c. Co-requisite(s) (concurrent enrollment required)  
N/A

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  
16e. Registration Restriction(s) (non-codable)  
N/A

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

19. Justification for Action  
Updating course action request and course content guide.

Initiator (faculty only)  
Date: ____________

Mara Kimmel  
Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic Board Chairperson  Date: ____________

☐ Approved  
☐ Disapproved  
Curriculum Committee Chairperson  Date: ____________

☐ Approved  
☐ Disapproved  
Provost or Designee  Date: ____________

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Course Content Guide

Political Science

PS A312

Date:    February 05, 2010
College:   College of Arts and Sciences
Course Number:  PS A312
Number of Credits:  3
Contact Hours:  3 + 0
Course Program Title:  Comparative Politics: Case Studies
Grading Basis:  A - F

Course Description:

A detailed analysis of the political systems of several selected independent sovereign
nation states. The cases selected for study represent contrasting types of political systems
in different regions of the world.

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

Prerequisites:  PS A311

1. Instructional Goals and Student Outcomes:

  a. The instructor will

  1. Review the dominant theories of comparative politics within the
discipline.
  2. Apply those theories across a variety of selected nation-states
  3. Focus review on other issues of global political concern capable of
comparison on a systemic level such as episodes of political
violence or adherence to human rights principles or institutional
responses to climate change.
  4. Develop communication skills, both written and oral applicable to
the chosen topic.
  5. Develop research skills relevant to the process and methods of the
field of political science, particularly comparative politics.
b. **Student will be able to**

1. Discuss the history and evolution of theories of comparative politics.
2. Compare political systems across selected nation-states.
3. Analyze contemporary political issues using a comparative approach.
4. Demonstrate political research skills.
5. Demonstrate writing competence and oral communication skills.

2. **Guidelines for Evaluation:**

Student evaluation is based on regular course attendance and participation in class discussion; a term-length written research paper, and a classroom presentation.

3. **Course Level Justification:**

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

4. **Topical Course Outline:**

   a. Trace the history and evolution of the dominant theories of comparative politics.

   b. Apply these theories to selected nation-states to analyze how systems and institutions differ within these case studies.

   c. Analyze particular global political issues in the context of the comparative framework of analysis.

5. **Suggested Texts:**


6. **Bibliography**

**Course Action Request**

**University of Alaska Anchorage**

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

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

International Relations

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- If a change, mark appropriate boxes:
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  - Credits
  - Title
  - Grading Basis
  - Course Description
  - Test Score Prerequisites
  - Other Restrictions
  - College
  - Major
  - Level
  - Other Update CCG (please specify)

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- Cross-Listed Coordination Signature

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Initiator Name (typed): Dalee Sambo Dorough

Initiator Signed Initials: ____________ 

Date: ____________

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

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

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An introduction to international relations providing general knowledge and analytical tools necessary to understand, evaluate, and respond to an increasingly complex array of international problems and international affairs, as well as major theoretical approaches to international relations and how theory influences our explanations.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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| 18. | Mark course is a selected topic course |

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<th>19. Justification for Action</th>
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Update course description, prerequisite, and CCG.

<table>
<thead>
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<th>Initiator (faculty only)</th>
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Dalee Sambo Dorough

Initiator (TYPE NAME)

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Dean/Director of School/College

Date

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Undergraduate/Graduate Academic

Date

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Board Chairperson

Date

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<th>Disapproved</th>
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</table>

Provost or Designee

Date
Course Content Guide

International Relations

PS A321

Date: March 10, 2010
College: College of Arts and Sciences
Course Number: PS A321
Number of Credits: 3
Contact Hours: 3 + 0
Course Program Title: International Relations
Grading Basis: A - F

Course Description:

An introduction to international relations providing general knowledge and analytical tools necessary to understand, evaluate, and respond to an increasingly complex array of international problems and international affairs, as well as major theoretical approaches to international relations and how theory influences our explanations.

Prerequisites: PS A102.

I. Instructional Goals and Student Outcomes:

A. Instructors will

1. Examine the evolution of the field of international relations and the major theoretical approaches to international relations.
2. Analyze the evolution and development of foreign policy, statecraft, and international organizations.
3. Examine the general contours of intergovernmental organizations, nation-state behavior and traditional and alternative structures for their interactions.
4. Develop student written and oral communications skills applicable to the study of international relations and international organizations.
5. Develop student research skills relevant to critical evaluation of international events and processes and the complexity of international topics.

B. Student will be able to

1. Discuss the linkages between international affairs and domestic politics.
2. Analyze issues relating to structures and mechanisms of nation-states and their respective interactions within international organizations.
3. Examine developments specifically related to international relations concerning human rights, security, economics, and environmental issues.
4. Demonstrate research and analytical skills, as well as written and oral skills.

II. Guidelines for Evaluation:

Student evaluation is based on regular course attendance and participation in class discussion and debate; reports of reading of journal articles; and an assessment of the students' knowledge of the basic theories and specific content of contemporary international relations issues through performance on a midterm and a final examination. Letter grades correspond to current University grading criteria.

III. Course Level Justification:

This course has traditionally been at the 300-level, which is appropriate to the challenges of its subject matter and to the challenges posed by level of content introduced by the text and supplementary materials. It is a survey course, which offers an introduction to an important body of knowledge, literature, and writing skills. Because of the requirements in the course, the prerequisite of PS A102 insures that students taking the course will have basic competence in concepts of political science.

IV. Topical Course Outline:

A. Introduction to International Relations
B. The Evolution of World Politics
C. Levels of Analysis and Foreign Policy
D. Nationalism: The Traditional Orientation
E. Globalism: The Alternative Orientation

F. Power, Statecraft, and the National State: The Traditional Structure

G. Intergovernmental Organizations: Alternative Governance

H. International Law and Human Rights

I. Pursuing Security

J. National Economic Competition: The Traditional Road

K. International Economics: The Alternative Road

L. Preserving and Enhancing the Biosphere

M. Overview of Contemporary Issues in International Relations

N. New International Regimes: The Arctic Council

V. Suggested Texts:


VI. Bibliography

Existing international legal documents available on respective international organization web sites: United Nations; Organization of American States; Organization of African States; and European Union.


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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6. Complete Course Title
United States Foreign Policy
United States Foreign Policy
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class:
  - ☐ Level:
  - ☐ College:
  - ☐ Major
- ☑ Other Update CCG (please specify)

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date
  From: FALL/2010  To: /1999

12. ☐ Cross Listed with  ☐ Stacked with

Cross-Listed Coordination Signature

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

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Initiator Name (typed): Dalee Sambo Dorough
Initiator Signed Initials: ____________________________ Date: __________________

13b. Coordination Email
Date: 3/10/10
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 3/10/10

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

15. Course Description (suggested length 20 to 50 words)
Examines the heritage of United States foreign policy, the processes involved in the formation and implementation of policy, and the environment in which these factors occur.

16a. Course Prerequisite(s) (list prefix and number)
PS A101 or PS A102

16b. Test Score(s)
N/A

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update course description and CCG.

Initiator (faculty only)
Dalee Sambo Dorough
Initiator (TYPE NAME)

Approved  ☐ Disapproved
Dean/Director of School/College
Date

Approved  ☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson
Date

Approved  ☐ Disapproved
Provost or Designee
Date
Course Content Guide

United States Foreign Policy

PS A322

Date: March 10, 2010

College: College of Arts and Sciences

Course Number: PS A322

Number of Credits: 3

Contact Hours: 3 + 0

Course Program Title: United States Foreign Policy

Grading Basis: A - F

Course Description:

Examines the heritage of United States foreign policy, the processes involved in the formation and implementation of policy, and the environment in which these factors occur.

Prerequisites: PS A101 or PS A102.

I. Instructional Goals and Student Outcomes:

A. Instructors will

1. Examine the intersection and interaction of social and political movements in the development of United States foreign policy.
2. Analyze the ideological differences and political roles of various US administrations and their influence upon world events.
3. Examine the strategic commitments of the US and the limitations and impact such commitments have in shaping US foreign policy.
4. Develop student written and oral communication skills applicable to the study of international world politics and the role of the US in the international arena.
5. Develop student research skills relevant to the process and methods of the field of foreign policy.
B. Student will be able to

1. Discuss the historical evolution of United States foreign policy.
2. Analyze the major events and political behavior that have shaped United States foreign policy.
3. Analyze the influence of political, ideological, and strategic interests on the development of foreign policy.
4. Examine the developments of the contemporary forces and movements that influence foreign policy decisions and their effects.
5. Demonstrate research skills, as well as a capacity to articulate ideas and debates relevant to United States foreign policy.

II. Guidelines for Evaluation:

Student evaluation is based on regular course attendance and participation in class discussion and debate; a written research policy memo; and an assessment of the student’s understanding of significant events and turning points in US politics and foreign policy development through performance on a midterm and a final examination. Letter grades correspond to current University grading criteria.

III. Course Level Justification:

This course has traditionally been at the 300-level, which is appropriate to the challenges of its subject matter and to the challenges posed by level of content introduced by the text and supplementary materials. It is a survey course which offers an introduction to an important body of knowledge, literature, and writing skills. Because of the requirements in the course, the prerequisite of PS A101 or PS A102 insures that students taking the course will have basic competence in concepts of political science.

IV. Topical Course Outline:

A. Introduction

B. Early History of American Foreign Policy

C. Cold War American Foreign Policy

D. Effect of the Vietnam Era on American Foreign Policy

E. Post Cold War American Foreign Policy

F. Republican Foreign Policy

G. Democratic Foreign Policy
H. Globalization

I. Iraq, Iran, North Korea

J. The Future of American Foreign Policy

V. Suggested Texts:


VI. Bibliography


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

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<thead>
<tr>
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<th>3. Course Number</th>
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6. Complete Course Title
Model United Nations
Model United Nations
Abbreviated Title for Transcript (30 character)

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

8. Type of Action: □ Add  or  □ Change  or  □ Delete
If a change, mark appropriate boxes:

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

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

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

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

12. □ Cross Listed with  □ Stacked with  ____________________________

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

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Initiator Name (typed): Kimberly J. Pace
Initiator Signed Initials: ___________  Date: ___________

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

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

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

15. Course Description (suggested length 20 to 50 words)
A student simulation of the United Nations. Acting as nation-state delegates, students research and debate a topic of international concern. Special note: May be repeated once for credit.

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

16b. Test Score(s)  N/A

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

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

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

17. □ Mark if course has fees

18. □ Mark if course is a selected topic course

19. Justification for Action
Changing credits and updating course content guide.

Initiator (faculty only)
Kimberly J. Pace
Initiator (TYPE NAME)

Approved  Disapproved  Dean/Director of School/College  Date
Approved  Disapproved  Undergraduate/Graduate Academic Board Chairperson  Date
Approved  Disapproved  Provost or Designee  Date

137
Course Content Guide

Political Science

PS A324

Date: February 05, 2010

College: College of Arts and Sciences

Course Number: PS A324

Number of Credits: 3

Contact Hours: 3 + 0

Course Program Title: Model United Nations

Grading Basis: A - F

Course Description:

A student simulation of the United Nations. Acting as nation-state delegates, students research and debate a topic of international concern. Special note: May be repeated once for credit.

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

Prerequisites: None.

1. Instructional Goals and Student Outcomes:

   a. The instructor will

      1. Discuss the history and evolution of the United Nations.
      2. Develop understanding of the working of the United Nations committee system.
      4. Develop communication skills, both written and oral applicable to the chosen topic.
      5. Develop research skills relevant to the process and methods of the field of political science.
b. **Student will be able to**

1. Discuss the history and evolution of the United Nations.
2. Research the given topic and relate it to the nation-state they are representing as a delegate.
3. Demonstrate their knowledge of the procedural process of the Model United Nations of Alaska.
4. Examine the given topic and understand its international implications.
5. Demonstrate political research skills.

2. **Guidelines for Evaluation:**

   Student evaluation is based on regular course attendance and participation in class discussion; a written research paper, and an assessment of the student’s performance at the Model United Nations of Alaska conference.

3. **Course Level Justification:**


4. **Topical Course Outline:**

   a. Trace the history and evolution of the United Nations.

   b. Discuss the topic of the year and its international implications.

   c. Explain the procedural workings of the Model United Nations of Alaska.


5. **Suggested Texts:**


6. Bibliography (Sample Bibliography – will depend on topic)


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

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

2. Course Prefix
   PS
3. Course Number
   A330
4. Previous Course Prefix & Number
   NA
5a. Credits/CEUs
   3.0
5b. Contact Hours
   (Lecture + Lab)
   (3+0)

6. Complete Course Title
   The American Political Tradition
   American Political Tradition
   Abbreviated Title for Transcript (30 character)

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

8. Type of Action:
   □ Add
   □ Change
   □ Delete
   If a change, mark appropriate boxes:
   □ Prefix
   □ Credits
   □ Title
   □ Grading Basis
   □ Cross-Listed/Stacked
   □ Course Description
   □ Course Prerequisites
   □ Test Score Prerequisites
   □ Co-requisites
   □ Registration Restrictions
   □ Class
   □ Level
   □ College
   □ Major
   □ Other Restrictions
   □ Other Update CCG (please specify)

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

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

11. Implementation Date
    From: Fall/2010
    To: 9/999

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

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

    | Impacted Program/Course | Catalog Page(s) Impacted | Date of Coordination | Chair/Coordinator Contacted |
    |-------------------------|--------------------------|----------------------|-----------------------------|
    | 1. Political Science    |                          | 1.14.2010            | James W. Muller             |
    | 3.                      |                          |                      |                             |

    Initiator Name (typed): James W. Muller
    Initiator Signed Initials: __________
    Date: __________

13b. Coordination Email
    Date: 1.14.2010
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 1.14.2010

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

15. Course Description (suggested length 20 to 50 words)
    The political theory of liberal democracy examined in its application to crucial events in American political history, with emphasis on the American founding era.

16a. Course Prerequisite(s) (list prefix and number)
    ENGL A111 and (PS A101 or HIST A101)

16b. Test Score(s)
    N/A

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

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

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

17. □ Mark if course has fees

18. □ Mark if course is a selected topic course

19. Justification for Action
    Change course description to reflect more accurately the focus of the course; add prerequisites to ensure that students have the requisite abilities in composition and political history; and update course content guide.

Initiator (faculty only)
James W. Muller
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College
Date

Approved
Disapproved

Undergraduate/Graduate Academic
Date

Approved
Disapproved

Board Chairperson
Date

Approved
Disapproved

Provost or Designee
Date

141
Course Content Guide

Political Science

The American Political Tradition

PS A330

Date: March 2, 2010

College: College of Arts and Sciences

Course Number: PS A330

Number of Credits: 3

Contact Hours: 3 + 0

Course Program Title: The American Political Tradition

Grading Basis: A - F

Course Description:

The political theory of liberal democracy examined in its application to crucial events in American political history, with emphasis on the American founding era.

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

Prerequisites: ENGL A111 and (PS A101 or HIST A101).

I. Instructional Goals and Student Outcomes:

A. Instructors will

1. Develop the students’ ability to explain the philosophical, political, and historical background of the American founding, with emphasis on the controversy between Federalists and Anti-Federalists over adoption of the Constitution.

3. Develop the students’ ability to explain Alexis de Tocqueville’s arguments in *Democracy in America* about the distinctive features of democracy in America.

B. Students will be able to

1. Discuss the philosophical, political, and historical background of the American founding, with emphasis on the controversy between Federalist and Anti-Federalists over adoption of the Constitution.

2. Identify, distinguish, and analyze the significance of the arguments in the Declaration of Independence and the various provisions of the American Constitution and its amendments.

3. Examine arguments in Alexis de Tocqueville’s *Democracy in America* about the distinctive features of democracy in America.

II. Guidelines for Evaluation

Student evaluation is based on regular course attendance and participation in class discussion; interpretive papers; and an assessment of the students’ explanations of the American political tradition on midterm and final examinations. Letter grades correspond to policies in the current University catalogue.

III. Course Level Justification:

This course is a junior-level, upper-division overview of the founding traditions of American politics that presumes knowledge of writing skills previously gained in ENGL A111 and knowledge of history and politics previously gained either in PS A101 or HIST A101.

IV. Topical Course Outline:

A. Philosophy, politics, and history of the American Revolution and events of the founding era, such as the Declaration of Independence and the Constitution.

B. Significance of the arguments in the Declaration of Independence and the provisions of the Constitution and its amendments.

C. The controversy between the Federalists and the Anti-Federalists over adoption of the new Constitution.

D. The founding principles of the American regime in *The Federalist* and the characteristic arguments of Alexis de Tocqueville’s *Democracy in America*. 
V. Suggested Texts


VI. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

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

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Initiator Name (typed): April Wilson Susky  Initiator Signed Initials: ___________________________ Date: __________________

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

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146
I. **Initiation Date:** February, 2010

II. **Course Information:**

A. **College:** College of Arts and Sciences  
B. **Department:** Political Science  
C. **Course Title:** The United States Congress  
D. **Course Subject/number:** PS A341  
E. **Credit Hours:** 3.0 Credits  
F. **Contact Time:** 3+0 Contact Time  
G. **Grading Information:** A-F  
H. **Course Description:** Examines the organization of the U.S. Congress and its role in the American political system. Topics examined include theories of representative government, the internal dynamics of Congress, and forces that influence its ability to act within the constitutional system.

I. **Course Prerequisites:** PS A101

J. **Course Fees:** None

K. **Status of Course:** An alternate requirement (along with PS A342: The American Presidency) for the political science major; course provides three upper level elective credits for non-political science majors.

I. **Course Level Justification:**

This is an upper level course that builds on previous instruction in Political Science; it requires well developed writing skills.

II. **Instructional Goals and Outcomes:**

A. **Instructional Goals:**

This course provides students with a comprehensive grounding in the literature, theories, and analysis of the legislative branch of the American government.
The instructor will:

1. Familiarize students with the major theories of representative government and the manner in which they apply to Congress, and with the operation of the policy making process within Congress.

2. Familiarize students with the interactions of Congress and the executive branch and the bureaucracy, state and local governments, and interest groups and other non-government actors.

3. Present the major literature on Congress, with emphasis on the major research methods used to study the institution.

B. Student Outcomes:

The student will be able to:

1. Discuss and analyze major theories of representative government as they apply to the U.S. Congress.

2. Explain the interactions between Congress and the other branches of government and government agencies, and with state and local governments, and with non-government organizations and actors.

3. Recognize and discuss the most important literature on Congress and identify and explain the most prevalent research methodologies used to study Congress.

C. Assessment Measures:

Various assessment tools can be used at the instructor’s discretion, including: content exams and analytical essays based on assigned readings of both primary and secondary sources; research papers; group discussions; and student presentations. The specific number, type, and weighting of assignments will vary by individual instructor.

IV. Topical Course Outline

1.0 Evolution of the Modern Congress
   1.1 “Two Congresses” Theory
   1.2 New world of U.S. senators
   1.3 Politics of the contemporary house
   1.4 Contemporary Congress: How Well Does it Function?

2.0 Recruitment and Candidacy
   2.1 Relationship of voters, issues, and candidates
2.2 Campaigning and governing
3.0 “Hill Style” and “Home Style”
4.0 Leaders and parties in Congress
5.0 Committees
6.0 Caucuses
7.0 Congressional rules and procedures
8.0 Deliberation in Congress
9.0 Appropriations
10.0 Inside the policy process
11.0 Congress and the president
12.0 Congress and the bureaucracy
13.0 Congress and the courts
14.0 Congress and organized interests
15.0 Congress, budgets, and domestic policy making
16.0 Congress and national security policies

V. Suggested Texts


VI. Select Bibliography


### Course Action Request

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

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Initiator Signed Initials: __________  
Date: __________

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Initiator (faculty only) Date: __________

Initiator (TYPE NAME) Date: __________

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Initiator (faculty only) Date: __________

Initiator (TYPE NAME) Date: __________

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

Approved  
Disapproved  
Undergraduate/Graduate Academic Date: __________

Approved  
Disapproved  
Board Chairperson Date: __________

Approved  
Disapproved  
Provost or Designee Date: __________

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151
I. Initiation Date: February, 2010

II. Course Information:

A. College: College of Arts and Sciences
B. Department: Political Science
C. Course Title: The American Presidency
D. Course Subject/number: PS A342
E. Credit Hours: 3.0 Credits
F. Contact Time: 3+0 Contact Time
G. Grading Information: A-F
H. Course Description: Examines executive branch of the U.S. government. Course focuses on the constitutional design and evolution of the office, theories of presidential power, relations with Congress, and contemporary presidential policy-making.

I. Course Prerequisites: PS A101

J. Course Fees: None

K. Status of Course: An alternate requirement (along with PS A341) for the political science major; course provides three upper level elective credits for non-political science majors.

III. Course Level Justification:

This is an upper level course that builds on previous instruction in Political Science; it requires well developed writing skills.

IV. Instructional Goals and Outcomes:

A. Instructional Goals:

This course provides students with a comprehensive grounding in the literature, theories, and analysis of the executive branch of the American government.
The instructor will:

1. Familiarize students with the major approaches to the study of the American presidency and with the most important writings in the subject.

2. Present information about the role of the executive within the U.S. constitutional framework and within the American political process in general.

3. Present the most prevalent theories of presidential power along with analysis of the evolution of presidential power in the United States.

4. Examine and analyze the interactions between Congress and the executive branch, with specific focus on presidential policy making.

5. Present information about the presidential selection process, including candidacy, campaigning, and elections.

B. Student Outcomes:

The student will be able to:

1. Recognize and discuss the important writings in the field of presidential studies.

2. Discuss place of the presidency in the American system of government.

3. Recognize the most important theories of presidential power, and discuss how they can explain the evolution of presidential powers in the United States.

4. Explain how presidents and members of Congress interact when formulating and carrying out public policy.

5. Detail the key stages of the presidential selection process.

C. Assessment Measures:

Various assessment tools can be used at the instructor’s discretion, including: content exams and analytical essays based on assigned readings of both primary and secondary sources; research papers; group discussions; and student presentations. The specific number, type, and weighting of assignments will vary by individual instructor.

IV. Topical Course Outline

1.0 Approaches to Presidential Studies
   1.1 Comparative: Systems, Situations, and Leaders
   1.2 Two Constitutional Presidencies Approach
   1.3 President: Leader or Clerk?
1.4 Neustadt’s Analysis of Presidential Power

2.0 Power to persuade
  2.1 Professional Reputation
  2.2 Public prestige

3.0 Other views of leadership and competence
  3.1 Presidential leadership in political time
  3.2 The psychological presidency

4.0 Presidential selection
  4.1 The nominating process
  4.2 Presidential elections

5.0 Presidents, political trust, and public opinion

6.0 Media and image
  6.1 Presidential spectacle
  6.2 White House communication wars

7.0 Presidents, parties and interest groups

8.0 Operating the government
  8.1 The institutional presidency
  8.2 Presidents and bureaucracy
  8.3 Management imperatives and separation of powers
  8.4 The president and the cabinet

9.0 The president and Congress

10.0 The president and the judiciary

11.0 Reconsidering presidential power

V. Suggested Texts


VI. Select Bibliography


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Alaska Government and Politics
AK Government and Politics
Abbreviated Title for Transcript (30 character)

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

8. Type of Action:  ☐ Add  ☐ Change  ☐ Delete
If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Other Update CCG (please specify)

9. Repeat Status No  # of Repeats  Max Credits

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

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

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

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
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Initiator Name (typed): Mara Kimmel
Initiator Signed Initials: ______________ Date: ______________

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

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

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

15. Course Description (suggested length 20 to 50 words)
Examines all forms of governmental structures and political processes in Alaska. Examines the history of government in Alaska, contemporary political issues, and political change.

Special Note: May be applied to the Alaska Culture and History requirements for state of Alaska teacher recertification.

16a. Course Prerequisite(s) (list prefix and number)  PS A101
16b. Test Score(s)  N/A
16c. Co-requisite(s) (concurrent enrollment required)  N/A
16d. Other Restriction(s)  N/A
- College  ☐ Major  ☐ Class  ☐ Level
16e. Registration Restriction(s) (non-codable)  N/A

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
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Course Content Guide

Political Science

PS A345

Date:    February 05, 2010
College:   College of Arts and Sciences
Course Number:  PS A345
Number of Credits:  3
Contact Hours:  3 + 0
Course Program Title:  Alaska Government and Politics
Grading Basis: A - F

Course Description:
Examines all forms of governmental structures and political processes in Alaska. Examines the history of government in Alaska, contemporary political issues, and political change.

Special Note: May be applied to the Alaska Culture and History requirements for state of Alaska teacher recertification.

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

Prerequisites:  PS A101

1. Instructional Goals and Student Outcomes:

a. The instructor will

1. Review the political history of Alaska.
2. Introduce students to all forms of government at play in Alaska, including local, tribal, state, federal and international.
3. Describe and evaluate the variety of governmental institutions and structures in Alaska.
4. Review issues of historical and contemporary politics in Alaska.
b. **Student will be able to**

   1. Discuss the history and evolution of Alaska government and politics.
   2. Explain the variety of forms of government present in Alaska.
   3. Analyze contemporary political issues in Alaska in terms of their historical context and future implications.
   4. Demonstrate political research skills.
   5. Demonstrate writing competence and oral communication skills.

2. **Guidelines for Evaluation:**

   Student evaluation is based on regular course attendance and participation in class discussion; a term research paper, and a community based political project.

3. **Course Level Justification:**

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

4. **Topical Course Outline:**

   a. Trace the history and evolution of the U.S. involvement in Alaska.
   b. Trace the political history of Alaskan statehood.
   c. Explain the different forms of local government, including tribal government, in our state.
   d. Analyze Alaska’s role as America’s only Arctic state, and the political ramifications and responsibilities of this distinction.
   e. Describe Alaska’s role in the global political structure.

5. **Suggested Texts:**


6. **Bibliography:**

### Course Action Request

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

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Political Behavior, Participation, and Democracy  
Pol Behavior Particip Democrac  
Abbreviated Title for Transcript (30 character)

**7. Type of Course**  
 váriety of democratic systems and explores their influence on political participation and behavior.

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

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**12. Cross Listed with**

| Stacked with | Cross-Listed Coordination Signature |

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

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

**14. General Education Requirement**

Mark appropriate box:

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

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

Examines variety of democratic systems and explores their influence on political participation and behavior.

<table>
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<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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**17. Mark if course has fees**

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

**19. Justification for Action**

Updating CAR and CCG for accreditation. Minor changes to course description and course content guide.

**Initiator Name (typed): April Wilson Susky**

Initiator Signed Initials: __________  Date: __________

**13b. Coordination Email**  
Date: 02/08/2010

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

**13c. Coordination with Library Liaison**  
Date: 03/04/10

**14. General Education Requirement**

Mark appropriate box:

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

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

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**17. Mark if course has fees**

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

**19. Justification for Action**

Updating CAR and CCG for accreditation. Minor changes to course description and course content guide.

**Initiator (TYPE NAME): April Wilson Susky**

Initiator (TYPE NAME):

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date**

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic**

**Date**

**Approved**

**Disapproved**

**Board Chairperson**

**Date**

**Approved**

**Disapproved**

**Provost or Designee**

**Date**

161
I. **Initiation Date:** February, 2010

II. **Course Information:**

A. College: College of Arts and Sciences  
B. Department: Political Science  
C. Course Title: Political Behavior, Participation, and Democracy  
D. Course Subject/number: PS A353  
E. Credit Hours: 3.0 Credits  
F. Contact Time: 3+0 Contact Time  
G. Grading Information: A-F  
H. Course Description: Examines variety of democratic systems and explores their influence on political participation and behavior.

I. Course Prerequisites: PS A101 or PS A102  
J. Course Fees: None  
K. Status of Course: Political Science majors are required to take either this course or PS/SOC A351; upper division elective for general education requirements.

I. **Course Level Justification:**

This is an upper level course that builds on previous instruction in Political Science; it requires well developed writing skills.

II. **Instructional Goals and Outcomes:**

A. Instructional Goals:

This course offers an exploration of the relation between the organization of society, political behavior, and public policies aimed at influencing the distribution of wealth, property, information and other valuable resources. The course considers the effects of tradition, economic circumstances, education, the media, and other factors on our political beliefs and activities, and the impact of individual and collective actions on public decisions and policies.
The instructor will:

1. Present a survey of theoretical and empirical literature on the relationship between political behavior, political participation, and democracy.

2. Explain the relationship between the character of peoples (their histories, cultures, and views) and their political behavior.

3. Introduce students to political participation and behavior in different national and state settings, with emphasis on democratic systems.

4. Present analyses of political attitudes and opinions and their impacts on policy making in contemporary democratic systems.

B. Student Outcomes:

The student will be able to:

1. Summarize the prevailing theories of the organization of societies and their relationship to the political behavior within those societies.

2. Discuss and elaborate upon the relationship between culture and political behavior.

3. Discuss and elaborate upon the literature relating to participation and other political behaviors found within democratic and non-democratic societies.

4. Analyze and explain the relationships between the organizations of contemporary democratic societies, the political behaviors of populations within those societies, and the public policies that shape and are shaped by these forces.

C. Assessment Measures:

Various assessment tools can be used at the instructor’s discretion, including: content exams and analytical essays based on assigned readings of both primary and secondary sources; research papers; group discussions; and student presentations. The specific number, type, and weighting of assignments will vary by individual instructor.

IV. Topical Course Outline

1.0 Comparative Political Orientations
   1.1 Political Ideologies
   1.2 Partisan Identification
   1.3 Confidence and Trust
1.4 Cynicism and Alienation
1.5 Self-interest and Post-materialism

2.0 Political Behavior and Turnout
2.1 Voting
2.2 Party and Campaign Work
2.3 Interest Groups
2.4 Contacting and Communicating with Public Officials
2.5 Community Activism
2.6 Protest, Civil Disobedience, Rebellion, and Revolution

3.0 The Origins of Political Beliefs and Behavior
3.1 The Effects of History
3.2 Political Culture and Political Change
3.3 Markets and Economic Behavior
3.4 Coercion and Control
3.5 Variations
3.6 Interpretations: The Use of Polls and Survey Research

4.0 Democracy and Political Involvement
4.1 The Reconstruction of participatory Theory
4.2 Alternatives
4.3 Power and Utopia
4.4 Public and Private Considerations

5.0 Conclusions: The Practice of Democracy

V. Suggested Texts


VI. Select Bibliography


# Course Action Request

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

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6. Complete Course Title

International Law and Organizations
Int'l Law and Organizations

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7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

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

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- [ ] P/NP
- [ ] NG

11. Implementation Date

From: FALL/2010 To: 9999

12. Cross Listed with

[ ] Stacked with

Cross-Listed Coordination Signature

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

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Initiator Name (typed): Dalee Sambo Dorough

Initiator Signed Initials: ________________ Date: ________________

13b. Coordination Email

Date: 3/10/10

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

13c. Coordination with Library Liaison

Date: 3/10/10

14. General Education Requirement

Mark appropriate box:

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

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

Examines the development of international law and organizations and their role in the international community and analyzes issues such as nation-state sovereignty, human rights, the use of force, and international criminal law to demonstrate the application of international law and the operation of international organizations.

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

PS A101 or PS A102

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

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

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

N/A

17. [ ] Mark if course has fees

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

19. Justification for Action

Update course title, description, and CCG.

Initiator (faculty only) Date

Dalee Sambo Dorough

Initiator (TYPE NAME)

[ ] Approved  [ ] Disapproved

Dean/Director of School/College Date

[ ] Approved  [ ] Disapproved

Undergraduate/Graduate Academic Date

[ ] Approved

Board Chairperson

[ ] Disapproved

Provost or Designee Date

[ ] Approved

Curriculum Committee Chairperson Date

[ ] Disapproved
Course Content Guide

International Law and Organizations

PS A424

Date:    March 10, 2010
College:   College of Arts and Sciences
Course Number:  PS A424
Number of Credits:  3
Contact Hours:  3 + 0
Course Program Title: International Law and Organizations
Grading Basis:  A - F

Course Description:

Examines the development of international law and organizations and their role in the international community and analyzes issues such as nation-state sovereignty, human rights, the use of force, and international criminal law to demonstrate the application of international law and the operation of international organizations.

Prerequisites:  PS A101 or PS A102.

I. Instructional Goals and Student Outcomes:

A. Instructors will

1. Examine the evolution of the field of international law and the interaction of its basic principles in the field of international relations.
2. Analyze the evolution and development of formal international organizations, as well as their roles, processes, and functions in the contemporary world.
3. Examine the general contours of public international law and nation-state behavior and their interactions within intergovernmental organizations, including peace and security, human rights, environment, and development.
4. Develop student written and oral communications skills applicable to the study of public international law and international organizations.

5. Develop student research skills relevant to the sources and subjects of public international law, international organizations, and international relations generally.

B. Student will be able to

1. Discuss the historical evolution of public international law, nation-state participation, and the progressive development of international law.

2. Analyze the relevant public international case law that has contributed to the crystallization of basic principles of international law that guides international relations and corresponding state behavior.

3. Analyze issues relating to rule-making, dispute settlement, enforcement, and structures and mechanisms of international and regional organizations.

4. Analyze the influence of state behavior as a source or evidence of international law and difficulties related to interpretation, enforcement, and jurisdiction in the field of public international law.

5. Examine developments specifically related to the intersection between international and domestic law and the contemporary issues facing the world community, such as climate change, the International Criminal Court, implementation, and enforcement of human rights law.

II. Guidelines for Evaluation:

Student evaluation is based on regular course attendance and participation in class discussion; reading of legal cases; briefing cases; and an assessment of student understanding of the basic and specific principles of public international law and organization through performance on a midterm and a final examination. Letter grades correspond to current University grading criteria.

III. Course Level Justification:

This course has traditionally been at the 400-level, which is appropriate to the challenges of its subject matter and to the challenges posed by level of content introduced by the text and supplementary materials. It is a specialized upper-division course, which offers an introduction to an important body of knowledge, literature, and writing skills. Because of the requirements in the course, the prerequisite of either PS A101 or PS A102 insures that students taking the course will have basic competence in concepts of the study of political science.
IV. Topical Course Outline

A. Introduction of Law – Key Concepts
B. The Nature of International Law
C. Parties in International Law: States
D. Parties in International Law: Organizations
E. Sources and Evidence in International Law
F. Sources of International Law: Custom and Jus Cogens
G. Sources of International Law: Treaties
H. Sources of International Law: General Principles
I. Enforcement and Jurisdiction under International Law
J. The Use of Force Between States
K. Intervention in Internal Conflicts
L. Collective Use of Force
M. The Law of War
N. Human Rights Law
O. Human Rights of Women and Children
P. Human Rights of Victims of Persecution, Torture, Discrimination and Genocide
Q. Human Rights and United States Law
R. Implementation and Enforcement of Human Rights Law
S. The History and Development of the International Criminal Court
V. Suggested Texts:


VI. Bibliography


Existing international legal documents available on respective international organization websites: United Nations; Organization of American States; Organization of African States; and European Union.
# Course Action Request

**University of Alaska Anchorage**

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

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Course Content Guide  
University of Alaska Anchorage  
PS A453: Organization Theory

I. **Initiation Date:** February, 2010

II. **Course Information:**

A. College: College of Arts and Sciences  
B. Department: Political Science  
C. Course Title: Organization Theory  
D. Course Subject/number: PS A453  
E. Credit Hours: 3.0 Credits  
F. Contact Time: 3+0 Contact Time  
G. Grading Information: A-F  
H. Course Description: Examines the behavior of the dominant form of institution in modern society, i.e. large organizations, and the behavior of individuals and groups within organizations. Course focuses on the relationship between the structure and design of public organizations, conflicts within and between those organizations, and organizational ability to adapt and achieve goals.

I. Course Prerequisites: PS A101  
J. Course Fees: None  
K. Status of Course: Requirement for the Public Administration alternative Political Science minor. Upper division elective for Political Science majors in the political behavior sub-discipline; upper division elective for general education requirements.

I. **Course Level Justification:**

This advanced course builds on previous instruction in Political Science; it requires advanced writing skills and requires the student to analyze and compare theoretical perspectives.
II. Instructional Goals and Outcomes:

A. Instructional Goals:

This upper level course explores theories of organization in use by administrators to solve problems that occur in organizational settings, with emphasis on theoretical perspectives specific to public sector organizations.

The instructor will:

1. Present historical development of organization theories with emphasis on the ways in which they explain connections between societal structures and individual political behavior.

2. Present themes, perspectives, and theory that comprise the field of organization theory, with emphasis on various “schools” and the historical development of theories within each.

3. Develop the student’s ability to trace connections between organization theories and public organizational structures.

4. Develop the student’s ability to analyze the relationship between institutional structures, societal forces, and paths of possible behavior for individuals.

B. Student Outcomes:

The student will be able to:

1. Summarize the historical development of theories of public organization in society and their relationship to the way society and political behavior are structured.

2. Discuss and elaborate upon the literature(s) of organization theory and human relations theory, explaining the division of the former in the various “schools” and the evolution of theory within each.

3. Analyze and explain the relationship between the various theories and the way in which public organizations have been structured.

4. Infer and generalize about the causes and effects of these relationships on the institutional structures and forces of society, as well as on the opportunities and constraints posed for individuals.
C. Assessment Measures:

Various assessment tools can be used at the instructor’s discretion, including: content exams and analytical essays based on assigned readings of both primary and secondary sources; research papers; group discussions; and student presentations. The specific number, type, and weighting of assignments will vary by individual instructor. All assignments will emphasize reading, writing, analytical and theoretical thinking.

IV. Topical Course Outline

1.0 Introduction to Organization Theory
2.0 Theory and making Sense of Public Organizations
3.0 Classical Organization Theory
4.0 Intellectual Heritage: Marx, Weber, and Freud
5.0 Political Heritage
6.0 Rational Theory
7.0 Neoclassical Theory
8.0 Behavioral Theory
9.0 Organizational Humanism
10.0 Behavior and Human Resource Theory
11.0 Structural Theory
12.0 Economics Theory
13.0 Power Theory
14.0 Policy and Public Management
15.0 Culture Theory
16.0 Environment Theory
17.0 New Public Service Theories

V. Suggested Texts


VI. Select Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

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Internship in Political Science  
Internship in Political Sci.  
Abbreviated Title for Transcript (30 character)

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<th>8. Type of Action:</th>
<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tr>
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</table>

#### 10. Grading Basis

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

#### 11. Implementation Date

From: Fall/2010  
To: /9999

#### 12. Cross Listed with

- [x] Stacked with

#### 13a. Impacted Courses or Programs:

<table>
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</table>

**Initiator Name (typed): Kimberly J. Pace**

**Initiator Signed Initials:** ___________  **Date:** ___________

#### 13b. Coordination Email

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

**Date:** 2/05/2009

#### 13c. Coordination with Library Liaison

**Date:** 2/05/10

#### 14. General Education Requirement

Mark appropriate box:

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

#### 15. Course Description

(suggested length 20 to 50 words)

Students apply the subject matter of Political Science in an agency or community setting. Special Note: Internships vary; may be repeated once for credit with a different internship.

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

- PS A101 or PS A102

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

- N/A

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

- N/A

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

- College  
- Major  
- Class  
- Level

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

- Faculty permission required.

#### 17. Mark if course has fees

- [ ]

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

- [ ]

#### 19. Justification for Action

Updating CAR and CCG to keep course current.

**Initiator (faculty only)**

**Kimberly J. Pace**

**Initiator (TYPE NAME)**

**Date:** ___________

**Initiator Signed Initials:** ___________  **Date:** ___________

**176**
Course Content Guide

Political Science

Internship in Political Science

PS A495

Date:    February 05, 2010
College:   College of Arts and Sciences
Course Number:  PS A495
Number of Credits:  3
Contact Hours:  3 + 0
Course Program Title:    Internship in Political Science
Grading Basis:   A - F

Course Description:

Students apply the subject matter of Political Science in an agency or community setting. Special Note: Internships vary; may be repeated once for credit with a different internship.

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

Prerequisites:  PS A101 or PS A102
Registration Restrictions:  Faculty permission required

1. Instructional Goals and Student Outcomes:

a. Instructors will

1. Work with the agency mentor to establish an appropriate workload and project for the student.
2. Evaluate the project completed by the student.

b. Student will be able to

1. Develop specific skills related to their employment and will be able
2. **Guidelines for Evaluation:**

Internships are available in a variety of governmental and private settings and require: a formal agreement between the student, the faculty member, and the supervisor; a work evaluation; and a student report.

3. **Course Level Justification:**

An upper-division course that builds upon previous course work and requires familiarity with the concepts, methods, and vocabulary of Political Science.

4. **Topical Course Outline:**

Content and tasks will vary based on agency needs and setting.

5. **Suggested Texts:**

There are no suggested texts. Materials appropriate to the needs of specific agencies will be used in this course.

6. **Bibliography**

Materials appropriate to the needs of specific agencies will be used in this course.
# Course Action Request

**University of Alaska Anchorage**

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

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<td>(3+0)</td>
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### 6. Complete Course Title

Social Science Research Methods

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

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

### 8. Type of Action:

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

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

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

### 9. Repeat Status No

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### 10. Grading Basis

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

### 11. Implementation Date

- Semester/Year:
  - From: Fall/2010
  - To: /9999

### 12. Cross List with

SOC A361

### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

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**Initiator Name (typed): James Muller**

**Initiator Signed Initials:** [Signature]

**Date:** [Date]

### 14. General Education Requirement

Mark appropriate box:

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

### 15. Course Description

*(suggested length 20 to 50 words)*

Provides a firm grounding in rigorous and ethical social science research. Examines various social science research methods, including surveys, experiments, content analyses, interviews, and focus groups and explores methodological challenges, such as hypothesis testing, measurement issues, and sampling strategies.

### 16a. Course Prerequisite(s)

(list prefix and number)

SOC A101 or PS A102

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<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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### 16d. Other Restriction(s)

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

### 16e. Registration Restriction(s)

*(non-codable)*

N/A

### 17. Mark if course has fees

- [ ]

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

- [ ]

### 19. Justification for Action

Routine update of course content guide; course description updated to better reflect course content and ongoing research in the field.

**Initiator (faculty only)**

[Signature]

**Date:** [Date]

**Approved**

**Disapproved**

**Dean/Director of School/College**

[Signature]

**Date:** [Date]

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic**

[Signature]

**Date:** [Date]

**Approved**

**Disapproved**

**Board Chairperson**

[Signature]

**Date:** [Date]

**Approved**

**Disapproved**

**Provost or Designee**

[Signature]

**Date:** [Date]
School/College: College of Arts and Sciences
Course Subject: Political Science
Course Number: PS A361
Cross Listed: SOC A361
Number of Credits: 3+0
Course Title: Social Science Research Methods
Grading Basis: A-F

Course Description: Provides a firm grounding in rigorous and ethical social science research. Examines various social science research methods, including surveys, experiments, content analyses, interviews, and focus groups and explores methodological challenges, such as hypothesis testing, measurement issues, and sampling strategies.

Prerequisite(s): SOC A101 or PS A102

Fees: None

Course Level Justification: This is an upper-division course cross listed in political science and sociology that requires familiarity with the fundamental concepts, methods, and vocabulary of the disciplines.

Instructional Goals

The instructor will:
1. Present the major tenets of scientific inquiry and illustrate how social science is an effective alternative to nonscientific sources of knowledge.
2. Summarize conceptual and operational issues surrounding hypotheses, measurement, and sampling.
3. Identify strengths and limitations of various methodologies as they relate to research questions.
4. Examine the ethical implications of social science research involving human subjects.

Student Outcomes

The student will be able to:

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<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Method</th>
</tr>
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<td>2. Develop research questions and hypotheses about a relevant topic in sociology or political science.</td>
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<td>3. Plan, write, and present a research proposal.</td>
<td>Paper, presentations</td>
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Guidelines for Evaluation

Students are evaluated on the basis of exams, presentations, assignments and research papers.

Topical Course Outline

I. Doing social research
   a. Limitations of alternative modes of knowledge
   b. Exploratory, descriptive, and explanatory research
   c. Temporal dimension in research
   d. Quantitative and qualitative approaches

II. Research questions and hypotheses
   a. Classification
   b. Inductive and deductive reasoning
   c. Macro, meso, and micro levels of analysis
   d. Independent and dependent variables
   e. Causal inference
   f. Units of analysis

III. Ethics in research involving human subjects
   a. Scientific misconduct
   b. Ethical principles
   c. Anonymity and confidentiality concerns
   d. Informed consent
   e. Institutional Review Board

IV. Measurement
   a. Conceptualization and operationalization
   b. Validity issues
   c. Reliability issues
   d. Discrete levels of measurement
   e. Continuous levels of measurement

V. Sampling
   a. Population parameters
   b. Nonprobability sampling
   c. Probability sampling
   d. Randomization and sampling error

VI. The methodological toolkit
   a. Survey design
   b. Controlled experiments
   c. Secondary data analysis
   d. Nonreactive research
   e. Content analysis
   f. Field research
   g. Focus groups
Suggested Texts


Bibliography


Suggested Periodicals

*American Political Science Review*
*Political Analysis*
*Qualitative Inquiry*
*Qualitative Sociology*
*Social Science Research*
*Sociological Methodology*
*Sociological Methods & Research*

Internet Sources

American Sociological Association Methodology Section (http://www.albany.edu/asam/)
Research Methods Knowledge Base (http://www.socialresearchmethods.net)
Society for Political Methodology (http://polmeth.wustl.edu/syllabi.php)
University of Alaska Anchorage Institutional Review Board (http://www.uaa.alaska.edu/research/ric/irb/index.cfm)
### Course Action Request

**University of Alaska Anchorage**

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

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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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**Complete Course Title**

Social Science Research Methods

Research Methods

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

Social Science Research Methods

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

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

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**10. Grading Basis**

- A-F
- P/NP
- NG

**11. Implementation Date**

- Semester/year: Fall/2010
- To: 9999

**12. Cross Listed with**

- PS A361

**Cross Listed Coordination Signature**

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<td>James Muller</td>
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**Initiator Name (typed): Chad Farrell**

Initiator Signed Initials: ______________________

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<th>13c. Coordination with Library Liaison</th>
<th>Date: 10/2009</th>
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submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**14. General Education Requirement**

Mark appropriate box:

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

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

Provides a firm grounding in rigorous and ethical social science research. Examines various social science research methods, including surveys, experiments, content analyses, interviews, and focus groups and explores methodological challenges, such as hypothesis testing, measurement issues, and sampling strategies.

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

- SOC A101 or PS A102

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

- N/A

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

- N/A

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

- College
- Major
- Class
- Level

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

- N/A

**17. Mark if course has fees**

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

**19. Justification for Action**

Routine update of course content guide; course description updated to better reflect course content and ongoing research in the field.

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<td>Chad R Farrell</td>
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Initiator (TYPE NAME)

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<td>Department Chairperson</td>
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<td>Undergraduate/Graduate Academic</td>
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
SOC A361
Social Science Research Methods
March 2010

School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC A361
Cross Listed: PS A361
Number of Credits: 3+0
Course Title: Social Science Research Methods
Grading Basis: A-F

Course Description: Provides a firm grounding in rigorous and ethical social science research. Examines various social science research methods, including surveys, experiments, content analyses, interviews, and focus groups and explores methodological challenges, such as hypothesis testing, measurement issues, and sampling strategies.

Prerequisite(s): SOC A101 or PS A102
Fees: None

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   c. Secondary data analysis
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University of Alaska Anchorage Institutional Review Board ([http://www.uaa.alaska.edu/research/ric/irb/index.cfm](http://www.uaa.alaska.edu/research/ric/irb/index.cfm))
## Course Action Request

**University of Alaska Anchorage**

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

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6. Complete Course Title

**Contemporary Issues**

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

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

9. Repeat Status

- [x] Yes
- [ ] # of Repeats: 2
- [ ] Max Credits: 9

10. Grading Basis

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

11. Implementation Date

- Semester/Year: semester/year
- From: Fall/2010
- To: /9999

12. Cross Listed with

- [x] Stacked with

Cross-Listed Coordination Signature

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

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Initiator Name (typed): John Riley

Initiator Signed Initials: __________

Date: __________

13b. Coordination Email

- Date: 2/5/10

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

13c. Coordination with Library Liaison

- Date: 10/21/09

14. General Education Requirement

Mark appropriate box:

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

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

Analysis of contemporary social issues from a variety of sociological perspectives. Special Note: May be repeated for credit with a change in subtitle.

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

SOC A101

16b. Test Score(s)

- NA

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

- NA

16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

- NA

17. [ ] Mark if course has fees

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

19. Justification for Action

Routine Revision. Our records show that this class was last revised and reviewed in 1993.

Initiator (faculty only)

Date

John Riley

Initiator (TYPE NAME)

Date

[ ] Approved

[ ] Disapproved

Dean/Director of School/College

Date

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic Board Chairperson

Date

[ ] Approved

[ ] Disapproved

Provost or Designee

Date

[ ] Approved

[ ] Disapproved

Curriculum Committee Chairperson

Date

[ ] Approved

[ ] Disapproved

Department Chairperson

Date

[ ] Approved

[ ] Disapproved

John Riley

Initiator (TYPE NAME)
School/College: College of Arts and Sciences  
Course Subject: Sociology  
Course Number: SOC A280  
Number of Credits: 3+0  
Course Title: Contemporary Issues  
Grading Basis: A-F  

Course Description: Analysis of contemporary social issues from a variety of sociological perspectives. Special Note: May be repeated for credit with a change in subtitle.

Prerequisite(s): SOC A101  
Fees: None

Course Level Justification: Students enter this course after completing SOC A101.

Instructional Goals

The Instructor will:

1. Describe, compare, and contrast major theoretical approaches to the study of a contemporary social issue.

2. Describe and illustrate significant methodological issues in the study of a contemporary social issue.

3. Describe, compare, and contrast sociological perspectives on the causes and consequences of a contemporary social issue.

4. Familiarize students with available resources on a social issue and demonstrate the use of a case study approach to a contemporary social issue.

Student Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and compare major approaches to the study of a contemporary social issue.</td>
<td>Writing assignments, discussion, class presentations.</td>
</tr>
<tr>
<td>2. Describe significant methodological issues in the study of a contemporary social issue in general terms.</td>
<td>Exams, writing assignments, discussion, class presentations.</td>
</tr>
</tbody>
</table>
3. Describe major examples of sociological research addressing the causes and consequences of a contemporary social issue. Exams, writing assignments, discussion, class presentations.

4. Locate and organize available materials to provide a case study of a contemporary social issue. Term Paper and/or class presentations.

Guidelines for Evaluation

Students will be evaluated on the basis of exams, writing assignments, and class presentation and discussion.

Topical Course Outline- Sample

I. Theoretical Issues in the Study of Globalization
   1. Definitions
   2. Social change and globalization
   3. Post industrial society
   4. Andre Gunder Frank’s dependency theory
   5. Immanuel Wallerstein’s world systems theory
   6. Eliminating barriers to trade, migration, technology transfer, and investment
   7. Global communication
   8. Imperialism, cultural hegemony, and the clash of civilizations thesis
   9. Ulrich Beck’s “risk society”
   10. Global governance

II. Methodological Issues in the Study of Globalization
   1. Operationalizing globalization
   2. Measuring trade, migration, technology transfer, and investment
   3. Measuring cultural change
   4. Transnational corporations: available data
   5. Measuring risk and inequality

III. The Origins of Globalization
   1. The development of industrial capitalism
   2. The ideology of free markets and the reality of state managed capitalism
   3. The rise of the multi-national corporation
   4. The doctrine of comparative advantage
   5. Transformationalists and hyperglobalizers
IV. Consequences of Globalization

1. The rise of individualism
2. Changes in work patterns and family life
3. Cultural change and local autonomy
4. Globalization and risk
5. Globalization and inequality

V. Case Studies on Globalization: Some Options

1. Local foods movement
2. Guest workers programs
3. The fair trade movement
4. Human trafficking
5. International criminal courts
6. Mexico's Machiladora program
7. Transnational Corporations: McDonalds, Toyota, BP (British Petroleum)

Suggested Texts


Bibliography


**Suggested Periodicals**

*American Sociological Review*

*Social Problems*

*Sociological Theory*

**Internet Sources**

American Sociological Association Homepage: www.asanet.org
## Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>SOC</td>
<td>A308</td>
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<td>3</td>
<td>(3+0)</td>
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### Complete Course Title

**Sociology of Law**

Abbreviated Title for Transcript (30 character)

### Type of Course

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

### Type of Action

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

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

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

### Repeat Status No

<table>
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<th># of Repeats</th>
<th>Max Credits</th>
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<td>[ ]</td>
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</table>

### Grading Basis

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

### Implementation Date

**From:** Fall/2010  **To:** /9999

### Cross Listed with

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

### Impacted Courses or Programs

List any programs or college requirements that require this course.

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

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

Initiator Name (typed): John Riley

Initiator Signed Initials: __________ Date: __________

### Coordination Email

- Date: 2/3/10 to Justice and Faculty Listserv
- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### Coordination with Library Liaison

- Date: 10/21/09

### General Education Requirement

Mark appropriate box:

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

### Course Description

Theoretical perspectives on law and social institutions with an introduction to relevant empirical research.

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

SOC A101

16b. Test Score(s)

NA

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

NA

16d. Other Restriction(s)

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

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

Junior Standing

17. [ ] Mark if course has fees

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

19. Justification for Action

We are revising the Sociology program to reflect changes in the field, the training and interests of new faculty, and the needs and interests of our students.

Initiator (faculty only) Name: John Riley

Initiator Signed Initials: __________ Date: __________

Approved [ ]  Disapproved [ ]

[ ] Approved Dean/Director of School/College Date __________

[ ] Approved Undergraduate/Graduate Academic Date __________

[ ] Approved Board Chairperson Date __________

[ ] Approved Provost or Designee Date __________

[ ] Approved Department Chairperson Date __________

[ ] Approved Curriculum Committee Chairperson Date __________
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
Soc A308
Sociology of Law
February 2010

School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC A308
Number of Credits: 3+0
Course Title: Sociology of Law
Grading Basis: A-F

Course Description: Focuses on various theoretical perspectives on law and social institutions with an introduction to relevant empirical research.

Prerequisite(s): SOC A101
Fees: None

Course Level Justification: Students enter this course after completing SOC A101 and attaining junior standing.

Instructional Goals

The Instructor will:

1. Describe, compare and contrast major approaches to the study of law including those grounded in morality, jurisprudence and sociology.

2. Describe, compare, and contrast traditional explanations of law, including legal formalism, natural law theories, and the historical school.

3. Describe, compare, and contrast major sociological perspectives on the relationship between law and society, including positivist, interpretive, and critical perspectives.

4. Describe and explain key issues in the sociology of law including competing perspectives on the autonomy of law, dispute resolution, race and gender, law creation, legitimacy, the public/private distinction, rationality, and the rule of law.

Student Outcomes

<table>
<thead>
<tr>
<th>The student will be able to</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe, compare, and critique major approaches to the study of law including those grounded in morality, jurisprudence and sociology.</td>
<td>Writing assignments, discussion, class presentations.</td>
</tr>
</tbody>
</table>
2. Describe, compare, and critique traditional explanations of law, including legal formalism, natural law theories, and the historical school.  
Exams, writing assignments, discussion, class presentations.

3. Describe, compare, and critique major sociological perspectives on the relationship between law and society, including legal realism, Marxist and feminist legal theory, positivism, interpretive studies, and critical perspectives.  
Exams, writing assignments, discussion, class presentations.

4. Describe and explain key issues in the sociology of law including competing perspectives on the autonomy of law, dispute resolution, race and gender, law creation, legitimacy, the public/private distinction, rationality, and the rule of law.  
Exams, writing assignments, discussion, class presentations.

**Guidelines for Evaluation**

Students will be evaluated on the basis of exams, writing assignments, and class presentation and discussion.

**Topical Course Outline**

1. Traditional Approaches to Law
   1. Natural law
   2. The will of the sovereign
   3. Customary law and stateless societies
   4. The historical school: Karl von Savigny and Henry Maine
   5. Legal formalism
   6. Legal realism

2. Perspectives on the Sociological Study of Law
   1. Cognitive interests and the study of law: morality, jurisprudence, sociology
   2. Scientific positivism: From Karl Marx and Emile Durkheim to Donald Black
3. Marxism: instrumentalism, structuralism, and dialectical approaches to the study of law and society
4. Consensus perspectives: Emile Durkheim and Talcott Parsons
5. Sociological jurisprudence: Eugen Erlich and Roscoe Pound
6. The interpretive study of law: the legacy of Max Weber
7. Critical legal studies: Jurgen Habermas, Gerald Turkel, David Trubek
8. Feminist legal theory

III. Central Issues in the Sociology of Law

1. The autonomy of law
2. Agency and structural constraint
3. Law and dispute resolution
4. Race, class and gender as predictors of legal outcomes
5. Theories of law creation
6. Law and legitimacy
7. Law and the public/private distinction
8. Formal and substantive rationality
9. Civil rights and the rule of law
10. Due process formal legal equality

Suggested Texts


Bibliography


**Suggested Periodicals**

American Sociological Review

Law and Society Review

Social Problems

Sociological Theory

**Internet Sources**

American Sociological Association Homepage: www.asanet.org

Law and Society Association: http://www.lawandsociety.org/
# Course Action Request
**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>AS CAS</th>
<th>ASSC Division of Social Science</th>
<th>Sociology</th>
</tr>
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<tbody>
<tr>
<td>2.</td>
<td>SOC</td>
<td>SOC</td>
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<tr>
<td>3.</td>
<td>A309</td>
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<td>4.</td>
<td>N/A</td>
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<tr>
<td>5a.</td>
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<td></td>
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<tr>
<td>5b.</td>
<td>(Lecture + Lab) (3+0)</td>
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</table>

1. **Complete Course Title**
   - **Urban Sociology**

2. **Type of Course**: Academic

3. **Type of Action**: Add

4. **Repeat Status No**

5. **Grading Basis**: A-F

6. **Implementation Date**: Fall/2010

7. **Impacted Courses or Programs**:
   - Sociology/SOC A309 (elective)

8. **Course Description**
   - Examines the social, cultural, demographic, and institutional components of metropolitan growth, suburbanization, and urban inequality. Designed to provide a multilevel perspective by addressing both macro- and micro-level phenomena ranging from large-scale urban development to small-scale urban ways of life.

9. **Course Prerequisite(s)**
   - SOC A101

10. **Test Score(s)**
    - N/A

11. **Registration Restriction(s)**
    - N/A

12. **Mark if course has fees**

13. **Mark if course is a selected topic course**

14. **Justification for Action**
    - Routine update of course content guide; course description updated to better reflect course content and ongoing research in the field.

**Initiator (faculty only)**
- **Chad R Farrell**

15. **Initiator Signed Initials**: _________
16. **Date**: __________

17. **Mark if course is a selected topic course**

18. **Mark if course has fees**

**Department Chairperson**
- **Date**: __________

**Curriculum Committee Chairperson**
- **Date**: __________

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

**Provost or Designee**
- **Date**: __________

---

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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
SOC A309
Urban Sociology
March 2010

School/College                  College of Arts and Sciences
Course Subject                 Sociology
Course Number                  SOC A309
Number of Credits              3+0
Course Title                   Urban Sociology
Grading Basis                  A-F

Course Description: Examines the social, cultural, demographic, and institutional components of metropolitan growth, suburbanization, and urban inequality. Designed to provide a multilevel perspective by addressing both macro- and micro-level phenomena ranging from large-scale urban development to small-scale urban ways of life.

Prerequisite(s)                SOC A101: Introduction to Sociology

Fees                           None

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

Instructional Goals

<table>
<thead>
<tr>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present major urban sociological theories that account for large-scale urbanization and mass suburbanization as well as micro-processes including urban folkways and subcultures.</td>
</tr>
<tr>
<td>2. Summarize urban patterns and trends occurring at the local, national, and international level.</td>
</tr>
<tr>
<td>3. Identify sources of pro- and anti-urban sentiment and use research literature to investigate claims from these competing views of city life.</td>
</tr>
<tr>
<td>4. Describe the causes and consequences of urban diversity and inequality.</td>
</tr>
</tbody>
</table>

Student Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define and apply urban sociological terminology, concepts, and major theories of urban growth and structure.</td>
<td>Exams, assignments</td>
</tr>
<tr>
<td>2. Identify the social, cultural, demographic, and institutional causes and consequences of large-scale urbanization/suburbanization.</td>
<td>Exams, assignments</td>
</tr>
<tr>
<td>3. Examine, summarize, and analyze an urban sociological topic in a written project.</td>
<td>Paper</td>
</tr>
</tbody>
</table>
Guidelines for Evaluation

Students are evaluated on the basis of exams, assignments and research papers.

Topical Course Outline

I. Focus and development
   a. Process of urbanization
   b. Defining urban areas
   c. Early social theories and urban change

II. The emergence of cities
   a. Agricultural revolution and first settlements
   b. Population, organization, environment, and technology (POET)
   c. The urban revolution
   d. The Hellenic city
   e. Rome
   f. Medieval cities
   g. Industrial cities

III. American urbanization
   a. Early major urban settlements
   b. Rapid urbanization
   c. Industrial concentration
   d. Political corruption
   e. Reform movements
   f. Twentieth century dispersion

IV. Urban theory
   a. Urban ecology and the Chicago School
   b. Burgess’s concentric zone model
   c. Political economy and the L.A. School
   d. Urban growth machines

V. Mass suburbanization
   a. The rise of the automobile
   b. Emergence of the metropolitan area
   c. Causes of suburban growth
   d. Edge cities and exurbs
   e. Housing policies
   f. Sprawl and conflicts over land use

VI. Metropolitan life
   a. Louis Wirth’s “Urbanism as a Way of Life”
   b. Urban folkways
   c. The community question
   d. Alienation and isolation
   e. City subcultures and urban villages

VII. Urban inequality
   a. Racial segregation in housing
   b. Concentration of poverty
   c. Gendered spaces
d. Gated communities and gentrification
e. Crowding
f. Homelessness
g. Crime and disorder

VIII. Worldwide urbanization
a. Megacities
b. Global stratification of cities
c. Rural-to-urban migration
d. Squatter settlements
e. Environmental challenges to modern cities
f. Planning metropolitan political systems
g. Future urban patterns

Suggested Texts


Bibliography

Suggested Periodicals

City & Community
Journal of Urban Affairs
Urban Affairs Review
Urban Geography
Urban Studies

Internet Sources

Brookings Metropolitan Policy Program (http://www.brookings.edu/metro.aspx)
Community and Urban Sociology Section, American Sociological Association (http://www.commurb.org)
National Center for Suburban Studies (http://www.hofstra.edu/Academics/CSS)
Project for Public Spaces (http://www.pps.org)
Racial Residential Segregation Measurement Project (http://enceladus.isr.umich.edu/race/racestart.asp)
Urban Institute (http://www.urban.org)
U.S. Department of Housing and Urban Development (http://www.huduser.org)
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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

2. Course Prefix
SOC
3. Course Number
A363
4. Previous Course Prefix & Number
N/A
5a. Credits/CEUs
3
5b. Contact Hours (Lecture + Lab)
(3+0)

6. Complete Course Title
Social Stratification
Abbreviated Title for Transcript (30 character)

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

8. Type of Action: ☒ Add ☐ Change ☐ Delete
If a change, mark appropriate boxes:
☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions
☒ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions
☒ Other Update CCG (please specify)

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

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2010 To: /9999

12. ☐ Cross Listed with N/A ☐ Stacked with N/A ☐ Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
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<td>3/29/2010</td>
<td>John Riley</td>
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</table>

Initiator Name (typed): Chad R Farrell
Initiator Signed Initials: __________________________

13b. Coordination Email Date: 2/16/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 10/2009

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

15. Course Description (suggested length 20 to 50 words)
Overview of social inequality across multiple dimensions such as wealth, power, prestige, race, sex, and class. Describes changing stratification patterns and investigates the causes and consequences of inequality.

16a. Course Prerequisite(s) (list prefix and number)
SOC A101
16b. Test Score(s)
N/A
16c. Co-requisite(s) (concurrent enrollment required)
N/A
16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level
16e. Registration Restriction(s) (non-codable)
N/A

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

19. Justification for Action
Routine update of course content guide; course description updated to better reflect course content and ongoing research in the field.

Initiator (faculty only) Date
Chad R Farrell
Initiator (TYPE NAME)

Approved ☐ Disapproved ☐ Dean/Director of School/College Date
Approved ☐ Disapproved ☐ Undergraduate/Graduate Academic Date
Approved ☐ Disapproved ☐ Board Chairperson Date
Approved ☐ Disapproved ☐ Provost or Designee Date

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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
SOC A363
Social Stratification
March 2010

School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC A363
Number of Credits: 3+0
Course Title: Social Stratification
Grading Basis: A-F

Course Description: Overview of social inequality across multiple dimensions such as wealth, power, prestige, race, sex, and class. Describes changing stratification patterns and investigates the causes and consequences of inequality.

Prerequisite(s): SOC A101: Introduction to Sociology

Fees: None

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

Instructional Goals

The instructor will:
1. Present the various dimensions of inequality occurring across the globe and within the United States.
2. Summarize contemporary patterns and historical trends in social stratification.
3. Explain various theories that account for the causes and consequences of social inequality.

Student Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>1. Define and apply the terminology and concepts crucial to understanding the multiple dimensions of social stratification.</td>
<td>Exams, assignments</td>
</tr>
<tr>
<td>2. Assess theories that account for the causes and consequences of social inequality.</td>
<td>Paper, assignments, presentations</td>
</tr>
<tr>
<td>3. Examine and analyze a social stratification topic in a written project.</td>
<td>Paper, presentations</td>
</tr>
</tbody>
</table>

Guidelines for Evaluation

Students are evaluated on the basis of exams, presentations, assignments and research papers.
Topical Course Outline

I. Introduction
   a. Perspectives and concepts of stratification
   b. Dimensions of stratification in contemporary society

II. Theories of inequality
   a. Classic paradigms: Marx, Weber, and Durkheim
   b. Structural theories
   c. Cultural theories

III. The structure of social inequality in America
   a. Income distribution, conspicuous consumption, and life chances
   b. Poverty and the political economy of social class
   c. The persistence of ascription: race, sex, and age

IV. The process of social stratification
   a. Social mobility
   b. Status attainment
   c. Human and social capital

V. Global stratification
   a. World system/dependency theory
   b. Convergence theory
   c. The role of population growth

VI. Responding to stratification
   a. Policy approaches to social inequality
   b. Social movements

Suggested Texts

Grusky, David and Szonja Szelenyi, eds. 2006. The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender. Westview Press.

Bibliography

Kenny, Lorraine Delia. 2002. Daughters of Suburbia: Growing Up White, Middle Class, and
Female. Rutgers University Press.

Suggested Periodicals

Critical Sociology
Contexts
Humanity and Society
Journal of World-Systems Research
Social Justice
Social Problems

Internet Sources

Center for Responsive Politics (http://www.opensecrets.org)
Pew Research Center for the People & the Press (http://people-press.org)
U.C. Berkeley Labor Center (http://laborcenter.berkeley.edu/index.shtml)
U.S. Census Bureau poverty data (http://www.census.gov/hhes/www/poverty/poverty.html)
Forbes Rich Lists (http://www.forbes.com/lists/)
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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

2. Course Prefix
   SOC
3. Course Number
   A487
4. Previous Course Prefix & Number

5a. Credits/CEUs
   3
5b. Contact Hours (Lecture + Lab)
   (1+6)

6. Complete Course Title
   Sociology Practicum

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

8. Type of Action:
   Add
   Change
   Delete

If a change, mark appropriate boxes:

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

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

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

11. Implementation Date
    From: Fall/2010
    To: 9999

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

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

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

Initiator Name (typed): John Riley
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
    Date: 2/5/10
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 10/21/09

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

15. Course Description (suggested length 20 to 50 words)
    Student participates in field research project and/or community action/agency program that applies sociological training toward the amelioration of specific social problems. Student will attend a seminar, class, or individual meeting with the faculty member on a weekly basis and complete six hours in the field on an approved project or program. All students will be expected to participate in the design of the practicum, and to complete a term paper or progress report. Special Note: May be repeated once for credit.

16a. Course Prerequisite(s) (list prefix and number)
16b. Test Score(s)
16c. Co-requisite(s) (concurrent enrollment required)
16d. Other Restriction(s)
   College  □ Major  □ Class  □ Level
16e. Registration Restriction(s) (non-codable)
    Faculty Permission

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

19. Justification for Action
    Update of course content guide. Course description revised to better reflect course content and changing standards in the field.

Initiator (faculty only)
Initiator Signature: _______________ Date: __________

Approved
Disapproved

Dean/Director of School/College
Date: __________

Approved
Disapproved

Undergraduate/Graduate Academic
Date: __________

Approved
Disapproved

Board Chairperson
Date: __________

Approved
Disapproved

Provost or Designee
Date: __________
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
SOC A487
Sociology Practicum
February 2010

School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC A487
Number of Credits: 3
Contact Hours: 1+6
Course Title: Sociology Practicum
Grading Basis: A-F

Course Description: Student participates in field research project and/or community action/agency program that applies sociological training toward the amelioration of specific social problems. Student will attend a seminar, class, or individual meeting with the faculty member on a weekly basis and complete six hours in the field on an approved project or program. All students will be expected to participate in the design of the practicum, and to complete a term paper or progress report. Special Note: May be repeated once for credit.

Prerequisite(s): Faculty Permission
Fees: None

Course Level Justification: Students enter this course at the discretion of the instructor after completing those courses in Sociology needed to prepare them for a particular project or program.

Instructional Goals

<table>
<thead>
<tr>
<th>The Instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify, in consultation with the student, an opportunity for research or a community project that offers a significant opportunity to apply sociological training.</td>
</tr>
<tr>
<td>2. Assist the student in identifying and reviewing the relevant sociological literature and related data sources.</td>
</tr>
<tr>
<td>3. Meet regularly with the student to provide guidance in the application of sociological concepts, theories and data.</td>
</tr>
<tr>
<td>4. Describe conventions in oral and written reporting of research and project findings.</td>
</tr>
</tbody>
</table>

Student Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop clear and explicit goals and</td>
<td>Consultation, written proposal.</td>
</tr>
</tbody>
</table>
objectives for the project.

| 2. | Review the sociological literature on a selected topic or social problem. | Consultation, annotated bibliography, written summary and review of relevant literature. |
| 3. | Apply sociological concepts, theories, and data in a research project or community program. | Consultation, discussion of field notes or journal, written assignments. |
| 4. | Provide evidence of successful application of sociological concepts, theories, and data. | Progress report, term papers, and/or posters and class presentations. |

**Guidelines for Evaluation**

Students will be evaluated on the basis of writing assignments, presentations, and discussion.

**Topical Course Outline-Sample**

I. Identification of Research Question or Relevant Organizational Project

1. Research proposal: identifying empirical issues and research opportunities
2. Agency/program proposal: identifying opportunities, goals, and objectives
3. Development of the reading list

II. Review of the Sociological Literature and Related Data Sources

1. Review of the sociological literature
2. Review of other relevant data sources, including government documents, research by major foundations and polling organizations

III. Application of Sociological Concepts, Theories, and Data

1. Specification of theoretical issues
2. Operationalization of concepts
3. Collection and analysis of relevant data

IV. Presentation of Findings

1. Oral presentations
2. Poster presentations
3. Written reports: conventions and exemplars
4. Academic articles: conventions and exemplars
**Required Texts-Sample**


**Bibliography-Sample**


**Suggested Periodicals**

*American Sociological Review*

*Social Problems*
Sociological Theory

Internet Sources

American Sociological Association Homepage: www.asanet.org
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>CAS</td>
<td>ASSC Division of Social Science</td>
<td>Sociology</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>SOC</td>
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<td></td>
<td>1-4</td>
<td>(1-4+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Topics in Sociology</td>
</tr>
</tbody>
</table>

Abbreviated Title for Transcript (30 character):

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

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

If a change, mark appropriate boxes:

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

<table>
<thead>
<tr>
<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<td>Yes</td>
<td>7</td>
<td>8</td>
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<tr>
<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>☑ A-F</td>
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<tr>
<td>☐ P/NP</td>
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<td>☐ NG</td>
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<th>11. Implementation Date</th>
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<td>To: /999</td>
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<th>12. Cross Listed with</th>
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<tr>
<td>☐ Stacked with</td>
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</table>

Cross-Listed Coordination Signature:

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

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

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</table>

Initiator Name (typed): John Riley  
Initiator Signed Initials: _______  
Date: _____________

13b. Coordination Email  
Date: 2/3/10  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 10/21/09

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

15. Course Description (suggested length 20 to 50 words)  
An intensive and detailed study of a topic in contemporary sociology in a seminar format. Special Note: May be repeated for a maximum of 8 credits with change of subtitle.

16a. Course Prerequisite(s) (list prefix and number)  
SOC A101  
16b. Test Score(s)  
NA  
16c. Co-requisite(s) (concurrent enrollment required)  
NA  
16d. Other Restriction(s)  
☐ College  
☐ Major  
☒ Class  
☐ Level  
16e. Registration Restriction(s) (non-codable)  
Junior Standing

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

19. Justification for Action  
Reinstatement of the special topics course in Sociology.

Initiator (faculty only)  
Date: _____________

Initiator (TYPE NAME)  
John Riley  
Date: _____________

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

Undergraduate/Graduate Academic Board Chairperson  
Date: _____________

Provost or Designee  
Date: _____________
**Course Content Guide**

**University of Alaska Anchorage**

**SOC A490**

Special Topics in Sociology

February 2010

<table>
<thead>
<tr>
<th>School/College</th>
<th>College of Arts and Sciences</th>
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<tbody>
<tr>
<td>Course Subject</td>
<td>Sociology</td>
</tr>
<tr>
<td>Course Number</td>
<td>SOC A490</td>
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<tr>
<td>Number of Credits</td>
<td>1-4</td>
</tr>
<tr>
<td>Course Title</td>
<td>Special Topics in Sociology</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-F</td>
</tr>
</tbody>
</table>

**Course Description:** An intensive and detailed study of an important issue in sociology in a seminar format. Special Note: May be repeated for a maximum of 8 credits with change of subtitle.

**Registration Restrictions:** Junior Standing

**Prerequisite(s):** SOC A101

**Fees:** None

**Course Level Justification:** Students enter this course after completing SOC A101 and attaining Junior standing. This selected topics course is intended to provide students with an opportunity to study topics chosen from subfields in sociology that we are not able to cover on a regular basis. Soc A490 courses may cover a broad range of issues, including topics such as collective action, poverty, power, socialization, and social movements. While students receive an introduction to these topics in Soc A101, we are unable to offer upper division instruction in all areas of the discipline at this time. Soc A490 will allow us to take advantage of special circumstances, such as new and visiting faculty members, to supplement existing upper division offerings. The special topics options, combined with a variable credit format, will also offer us more flexibility in scheduling and facilitate the timely graduation of our majors.

**Instructional Goals (Sample)**

<table>
<thead>
<tr>
<th>The Instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and critique major sociological perspectives on collective action.</td>
</tr>
<tr>
<td>2. Compare and critique major sociological perspectives on social movements.</td>
</tr>
<tr>
<td>3. Identify, describe and analyze specific examples of important social movements using a case study approach.</td>
</tr>
<tr>
<td>4. Guide students in discussion and individual research on selected social movements.</td>
</tr>
</tbody>
</table>

**Student Outcomes (sample)**

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and critique major sociological perspectives on collective action</td>
<td>Exams, writing assignments, discussion, class</td>
</tr>
</tbody>
</table>
perspectives on collective action. presentations.

2. Compare and critique major sociological perspectives on social movements. Exams, writing assignments, discussion, class presentations.

3. Identify, describe and analyze specific examples of important social movements using a case study approach. Exams, writing assignments, discussion, class presentations.

4. Identify and describe key features of one social movement, with particular attention to the group’s origins, ideology, and approaches to collective action. Exams, writing assignments, discussion, class presentations.

**Guidelines for Evaluation**

Students will be evaluated on the basis of exams, writing assignments, class presentation and discussion.

**Topical Course Outline (Sample)**

**Special Topic: Collective Action and Social Movements**

I. **The Theory of Collective Action**
   1. Defining collective action
   2. Explaining collective action: convergence, contagion, and emergent norm theories
   3. Identity and collective action: group membership and static and dynamic aspects of identity

II. **The Theory of Social Movements**
   1. Defining social movements
   2. Explaining social movements: classical, resource-mobilization, and political process models
   3. Three stages of social movements: emergence, coalescence, routinization
   4. Social movement organizations
   5. Social movements and social change

III. **Social Movements: Selected Case Studies**
   1. The U.S. civil rights movement
   2. The anti-war movements
   3. The women’s movement
   4. The environmental movement
   5. Neo-conservative social movements
6. National liberation movements
7. Islamic fundamentalism

Suggested Texts


Bibliography


**Suggested Periodicals**

*American Journal of Sociology*

*American Sociological Review*

*Annual Review of Sociology*

*Sociological Perspectives*

**Internet Sources**

American Sociological Association Homepage: [www.asanet.org](http://www.asanet.org)

American Sociological Association Theory Section Homepage: [www.asatheatry.org](http://www.asatheatry.org)
**Course Action Request**

**University of Alaska Anchorage**

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

### 1. School or College
- AS CAS

### 2. Course Prefix
- COMM

### 3. Course Number
- A101

### 4. Previous Course Prefix & Number
- NA

### 5. Credits/CEUs
- 3.0

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

### 6. Complete Course Title

**Introduction to Human Communication**

Intro to Human Communication

Abbreviated Title for Transcript (30 character)

### 7. Type of Course
- Academic

### 8. Type of Action:
- Change

If a change, mark appropriate boxes:

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

### 9. Repeat Status No
- 

# of Repeats
- 

Max Credits
- 

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

### 11. Implementation Date
- From: Fall/2010
- To: /9999

### 12. Cross Listed with
- 

Stacked with
- 

Cross-Listed Coordination Signature

### 13a. Impacted Courses or Programs

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

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<th>Chair/Coordinator Contacted</th>
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<tr>
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<td>85</td>
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<td>2. Communication Minor</td>
<td>98</td>
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Initiator Name (typed): Marcia Stratton

Initiator Signed Initials: ____________ Date: ____________

### 13b. Coordination Email
- Date: ____________

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

### 13c. Coordination with Library Liaison
- Date: ____________

### 14. General Education Requirement

Mark appropriate box:

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

### 15. Course Description

(suggested length 20 to 50 words)

Introduces basic perspectives, methods, and theories about human communication in personal and professional contexts. Topics include: conflict, gender, interpersonal relationships, listening, organizational communication, persuasion, rhetoric, and small group dynamics.

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

### 16b. Test Score(s)
- NA

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

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

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

### 17. Mark if course has fees
- 

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

### 19. Justification for Action

Updates to meet accreditation requirements and changes to enhance opportunities for students pursuing a minor in communication.

Initiator (faculty only): Marcia Stratton

Initiator Signed Initials: ____________ Date: ____________

<table>
<thead>
<tr>
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<td>Date</td>
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<td>Board Chairperson</td>
<td>Date</td>
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<td>Provost or Designee</td>
<td>Date</td>
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</table>
I. Date Initiated: February 8, 2010

II. Course Information
   A. School/College           College of Arts and Sciences
   B. Department             Communication
   C. Course Prefix          COMM
   D. Course Number          A101
   E. Number of Credits/CEUs and Contact Hours 3+0
   F. Course Title           Introduction to Human Communication
   G. Grading Basis          A-F
   H. Implementation Date    Fall 2010
   I. Course Description     Introduces basic perspectives, methods, and theories about human communication in personal and professional contexts. Topics include: conflict, gender interpersonal relationships, listening, organizational communication, persuasion, rhetoric, and small group dynamics.

III. Course Level Justification

This course is designed as an entry-level course to introduce students to the discipline of communication. Prior course work in communication is not necessary to be successful in the class. The course creates a foundation for additional coursework in the field of communication. It develops a broad understanding of the areas of study in communication and relevant theories therein. As a survey course, it is consistent with a 100-level course.

IV. Instructional Goals & Student Outcomes

The Instructor will:
1. present theories and research to explain the process of human communication;
2. explain the history of the discipline from inception to current trends;
3. identify and explain areas of study within the discipline;
4. present research and theories from various areas of the discipline.
Student Outcomes & Assessment

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will be able to:</th>
<th>This outcome will be assessed by one or more of these methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the dynamic process of human communication in personal and professional contexts</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>2. Trace the history of the discipline</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>3. Identify broad areas of study within the communication field</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>4. Summarize important theories within each area of the field</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
</tbody>
</table>

V. Guidelines for Evaluation

Decisions are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:
1.0 Overview of Communication
   1.1 Communication Models
   1.2 History of Field
   1.3 Research Methods
   1.4 Ethics
2.0 Rhetoric Communication
   2.1 Political
   2.2 Argumentation
   2.3 Persuasion
3.0 Basic Elements of Communication
   3.1 Language
   3.2 Perception
   3.3 Nonverbal
   3.4 Listening
4.0 Relational Communication
   4.1 Conflict
   4.2 Gender
   4.3 Intercultural
   4.4 Interpersonal
5.0 Organizational Communication
   5.1 Interviewing
   5.2 Small Group Communication
   5.3 Problem-Solving
   5.4 Leadership
6.0 Communication, Images & Culture
   6.1 Mass Communication
   6.2 Popular Culture
VII. Suggested Text(s):


VIII. Bibliography:


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>AHUM Division of Humanities</td>
<td>Communication</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>COMM</td>
<td>A111</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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</table>

### Complete Course Title
**Fundamentals of Oral Communication**
Abbreviated Title for Transcript (30 characters): Fund Oral Communication

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

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

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

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

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

### Implementation Date
- From: Fall/2010
- To: /9999

### Cross Listed with
- [ ] Stacked with
- Cross-Listed Coordination Signature

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

### Course Description (suggested length 20 to 50 words)
Survey of communication principles, theories, and skills including interpersonal communication, small group communication, and public speaking. Students develop oral communication skills through practice in a variety of individual activities, group activities, and individual and group presentations.

### Course Prerequisite(s)
ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)

### Test Score(s)
See attachment

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

### Registration Requirement(s) (non-codable)
Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.

### Mark if course has fees
- [ ]

### Mark if course is a selected topic course
- [ ]

### Justification for Action
Update; addition of prerequisite to ensure that students are prepared for college-level reading and writing.

Initiator (faculty only)

**Shawnalee Whitney**

Initiator Signed Initials: _________ Date: ___________

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

Initiator (TYPE NAME)

[ ] Approved

[ ] Disapproved

Dean/Director of School/College Date: ___________

Department Chairperson

[ ] Approved

[ ] Disapproved

Board Chairperson Date: ___________

Curriculum Committee Chairperson

[ ] Approved

[ ] Disapproved

Provost or Designee Date: ___________

220
Addendum to the CAR for COMM A111, A235, A237, A241:

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

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I. **Initiation Date**
February 22, 2010

II. **Course Information**
A. School/College: College of Arts and Sciences
B. Department: Communication
C. Course Prefix: COMM
D. Course Number: A111
E. Number of Credits/CEUs and Contact Hours: 3 + 0
F. Course Title: Fundamentals of Oral Communication
G. Grading Basis: A – F
H. Implementation Date: Fall 2010
I. Course Description:
Survey of communication principles, theories, and skills including interpersonal communication, small group communication, and public speaking. Students develop oral communication skills through practices in a variety of individual activities, group activities, and individual and group presentations.

J. Course Attributes: UAA GER Oral Communication
K. Prerequisite / Test Scores:
ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)

L. Registration Restriction:
Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite

M. Course Fees: Yes

III. **Course Level Justification**
The course is a survey of communication principles, theories and skills. This course creates a foundation for advanced coursework in the discipline and develops basic oral communication skills, making it an appropriate 100-level course.

IV. **Instructional Goals and Student Outcomes**

**Instructional Goals:** The instructor will:
1. Present students with information about the dynamic nature of the process of human communication.
2. Describe basic models and theories of communication.
3. Provide students with an interpersonal communication background and oral communication interpersonal skills.
4. Describe group communication principles and discuss group communication skills.
5. Describe public communication concepts including audience analysis, arrangement methods, and delivery.

**Student Outcomes:** Students will be able to:
1. Describe the dynamic nature of the human communication process.
2. Discuss basic interpersonal communication models and communication theories.
3. Apply basic interpersonal communication concepts and effectively engage in interpersonal communication.
4. Demonstrate basic group communication concepts and effectively interact in a group setting.
5. Use public communication concepts while speaking.
6. Effectively develop, organize and present speeches.

**V. Guidelines for Evaluation / Assessment Methods**

Specific evaluation procedures will be established by the instructor, provided in the syllabus and handouts, and discussed in class. Students may be evaluated on the basis of their written work, attendance, class participation, oral presentations, and tests. Course grades are based on how well a student masters the subject matter.

**VI. Topical Course Outline**

1.0 Introduction to Human Communication
   1.1 Orientation to the communication process
   1.2 Relationship between elements in the communication process
   1.3 Dynamic nature of the communication process
   1.4 Modes of communication
   1.5 Models of communication, transactional model
   1.6 Communication competence
   1.7 Theoretical perspective of communication
   1.8 Perceiving others
   1.9 Self perception
   1.10 Nature of language
   1.11 Language theories
   1.12 Message creation
   1.13 Message interpretation
   1.14 Gender and language
   1.15 Culture and language
   1.16 Listening styles
   1.17 Strategies to encourage feedback and listening behavior within the listener
   1.18 Critical listening
   1.19 Characteristics of nonverbal communication
   1.20 Functions of nonverbal communication
   1.21 Types of nonverbal communication
   1.22 Constructing and delivering effective verbal and nonverbal messages
2.0 Interpersonal Communication
2.1 Characteristics of relationships
2.2 Relational development
2.3 Self-disclosure
2.4 Relational climates
2.5 Managing conflict
3.0 Group Communication
3.1 Characteristics of groups
3.2 Types of groups
3.3 Cultural influences on groups
3.4 Relationships within groups
3.5 Problem solving in groups
3.6 Leadership in groups
3.7 Groupthink
4.0 Public Communication
4.1 Audience adaptation
4.2 Topic selection process
4.3 Structuring a speech
4.4 Supporting material
4.5 Visual aids
4.6 Delivery modes
4.7 Delivery techniques
4.8 Informative speaking
4.9 Persuasive speaking
4.10 Special occasion speeches
4.11 Analyzing a speech

VII. Suggested Texts


VIII. Bibliography and Resources


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

1a. School or College
   AS CAS

1b. Division
   AHUM Division of Humanities

1c. Department
   Communication

2. Course Prefix
   COMM

3. Course Number
   A235

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3.0

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

6. Complete Course Title
   Small Group Communication

   Abbreviated Title for Transcript (30 character)

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

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

   If a change, mark appropriate boxes:
   - [ ] Prefix
   - [ ] Credits
   - [ ] Title
   - [ ] Grading Basis
   - [x] Course Description
   - [ ] Test Score Prerequisites
   - [ ] Other Restrictions
   - [ ] Other UPDATE CCG (please specify)

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

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

11. Implementation Date
   Semester/year
   - From: Fall /2010
   - To: /9999

12. Cross Listed with
   - [ ]

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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   Initiator Name (typed): Barbara Harville
   Initiator Signed Initials: _________ Date:________________

13b. Coordination Email Date:_______

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

13c. Coordination with Library Liaison Date:_______

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

15. Course Description (suggested length 20 to 50 words)
   Study of theories and skills related to small group communication. Emphasis on the communicative skills involved in group relationships and group decision making processes in both professional and personal contexts. Students develop oral communication skills by engaging in a variety of individual exercises and presentations, and group presentations.

16a. Course Prerequisite(s) (list prefix and number)
   ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)

16b. Test Score(s)
   See attachment

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

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

16e. Registration Restriction(s) (non-codable)
   If appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.

17. [ ] Mark if course has fees

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

19. Justification for Action
   Update; addition of prerequisite to ensure that students are prepared for college-level reading and writing.
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<th>Dean/Director of School/College</th>
<th>Date</th>
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<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
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<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
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13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

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I. Date Initiated: February 2010

II. Course Information
A. School/College: College of Arts and Sciences
B. Department: Communication
C. Course Prefix: COMM
D. Course Number: A235
E. Number of Credits/CEUs and Contact Hours: 3+0
F. Course Title: Small Group Communication
G. Grading Basis: A-F
H. Implementation Date: Fall 2010
I. Course Description: Study of theories and skills related to small group communication. Emphasis on the communicative skills involved in group relationships and group decision making processes in both professional and personal contexts. Students develop oral communication skills by engaging in practice in a variety of individual exercises and presentations, and group presentations.

J. Course Attributes: UAA GER Oral Communication
K. Prerequisite(s)/Test Score(s): ENGL A109 with a minimum grade of C or PRPE A108 with a minimum grade of C or appropriate test score (see attachment)
L. Registration Restriction: Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite
M. Course Fees: Yes

III. Course Level Justification

The course focuses on a specific area of the field of communication, small group, providing a depth of study as well as the development of skills. This course creates a foundation for advanced coursework in the discipline. The course develops basic oral communication skill. This is consistent with a 200-level course.

IV. Instructional Goals & Student Outcomes

The Instructor will:
1. present theories and research to explain the dynamic process of human communication and its various contexts;
2. present the theories and research about small group communication functions to understand how messages are created and understood;
3. discuss small group decision making, problem solving, and leadership;
4. discuss working in groups and making oral presentations.

Student Outcomes & Assessment

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will be able to:</th>
<th>This outcome will be assessed by one or more of these methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the dynamic process of human communication</td>
<td>Quizzes, tests, exams, papers; Oral presentations/classroom participation</td>
</tr>
<tr>
<td>2. Discuss theories, research, and principles of small group communication</td>
<td>Quizzes, tests, exams, papers; Oral presentations/classroom participation</td>
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<tr>
<td>3. Communicate effectively in a variety of small group contexts and formats</td>
<td>Quizzes, tests, exams, papers; Oral presentations/classroom participation; Group assignments</td>
</tr>
<tr>
<td>4. Solve problems in small groups</td>
<td>Oral presentations/classroom participation; Group assignments</td>
</tr>
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</table>

V. Guidelines for Evaluation

Decisions are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

1.0 Introduction to Human Communication
   1.1 Basic principles and processes
   1.2 Theories and models of human communication
   1.3 Perception and communication
   1.4 Listening theories
   1.5 Understand the dynamics of different communication settings

2.0 Foundations of Small Group Communication
   2.1 Interpersonal communication in groups
   2.2 Understanding different types of people/audiences for messages
   2.3 Verbal and nonverbal messages
   2.4 Creative and critical thinking in groups

3.0 Understanding Group Processes
   3.1 Becoming a group
   3.2 Diversity in small groups
   3.3 Conflict within groups
   3.4 Leadership in groups

4.0 Solving Problems in Groups
   4.1 Theories of problem solving
   4.2 Practical application of problem solving

5.0 Group Work and Presentations
   5.1 Creating presentations
   5.2 Doing presentations
   5.3 Assessing presentations
VII. Suggested Text(s):


VIII. Bibliography:


National Communication Association journals accessed at www.natcom.org
1a. School or College  
AS CAS

1b. Division  
AHUM Division of Humanities

1c. Department  
Communication

2. Course Prefix  
COMM

3. Course Number  
A236

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3.0

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

6. Complete Course Title  
Interviewing

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
Semester/year

From:  Fall/2010  
To:  9999

12. ☐ Cross Listed with  
☐ Stacked with

Cross-Listed Coordination Signature

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

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

<table>
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<tr>
<th>Impacted Program/Course</th>
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<td>98, 355</td>
<td>3/28/10</td>
<td>Shawnalee Whitney</td>
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Initiator Name (typed):  
Shawnalee Whitney

Initiator Signed Initials:  
____________________

Date:  
____________________

13b. Coordination Email  
Date:  3/29/2010

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

13c. Coordination with Library Liaison  
Date:  
____________________

14. General Education Requirement  
Mark appropriate box:

☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities

☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

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

Examines theories and individual responsibilities in information gathering, employment and persuasive interviews. Students practice face-to-face verbal and nonverbal communication through role-played interviews.

16a. Course Prerequisite(s) (list prefix and number)  
COMM A111 or COMM A235 or COMM A237 or COMM A241

16b. Test Score(s)  
N/A

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

16d. Other Restriction(s)  

☐ College  ☐ Major  ☐ Class  ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Updates to meet accreditation requirements, to reflect ongoing research in the field and to enhance opportunities for students pursuing a minor in Communication.

Initiator (faculty only)  
Shawnalee Whitney

Initiator (TYPE NAME)  
____________________

Date  
____________________

Disapproved  
Dean/Director of School/College  
____________________

Approved  
Disapproved  
Date  
____________________

Disapproved  
Department Chairperson  
____________________

Approved  
Disapproved  
Date  
____________________

Disapproved  
Curriculum Committee Chairperson  
____________________

Approved  
Disapproved  
Date  
____________________

Disapproved  
Provost or Designee  
____________________

Approved  
Disapproved  
Date  
____________________

232
I. Initiation Date: February 19, 2010

II. Course Information
   A. School/College: College of Arts and Sciences
   B. Department: Communication
   C. Course Prefix: COMM
   D. Course Number: A236
   E. Number of Credits/CEUs and Contact Hours: 3 + 0
   F. Course Title: Interviewing
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2010
   I. Course Description: Examines theories and individual responsibilities in information gathering, employment and persuasive interviews. Students practice face-to-face verbal and nonverbal communication through role-played interviews.
   J. Course Attributes: Lower division elective credits; may count toward the minor in communication
   K. Prerequisite(s)/Test Score(s): COMM A111 or COMM A235 or COMM A237 or COMM A241
   L. Corequisite(s)/Other: COMM A241
   M. Course Fees: No

III. Course Level Justification

This course examines basic communication theories, verbal and nonverbal communication skills, and individual responsibilities associated with interviewing in a variety of contexts. Application of student knowledge is examined and evaluated with students placed in role-playing interview situations. Specific emphasis is placed on training students to use effective verbal and nonverbal communication through the use of in-class interviews, as well as those that may be available in other course-appropriate settings.

IV. Instructional Goals and Student Outcomes

Instructional Goals: COMM A236 provides students with an opportunity to further develop their understanding of basic communication theories, build verbal and nonverbal communication skills, and develop an understanding of the individual responsibilities associated with interviewing in a variety of contexts. Toward this end, the instructor will:
1. present information on the communication theories relevant to interviewing in various contexts,
2. provide assignments allowing students to prepare documents relevant to interviewing (i.e. interview guides, resumes, etc.),
3. oversee in-class role-played interviews with students engaged in verbal and nonverbal interaction, and
4. conduct assessment of students’ efforts through exams, evaluation of written work, and evaluation of role-played interviews.

**Student Outcomes:** Application of student knowledge is examined and evaluated with students placed in role-playing interview situations. Specific emphasis is placed on training students to use effective verbal and nonverbal communication through the use of in-class interviews, as well as those that may be available in other course-appropriate settings. Students will be able to:

1. describe the basic theories and models of human communication as they pertain to interviewing;
2. experience a variety of interviews in contexts such as information gathering; employment interviewing, survey interviewing, persuasive interviewing,
3. explain the legal dynamics involved in interviewing and demonstrate skill in responding to illegal questions;
4. experience the role of both the interviewer and interviewee providing experiences with both speaking and listening; and
5. prepare documents relevant to a variety of interviewing contexts such as resumes and interview guides.

V. **Guidelines for Evaluation / Assessment Measures**

Specific evaluation procedures will be established by the instructor, provided in the syllabus and handouts, and discussed in class. Students will be evaluated on the basis of their written work, attendance, class participation, oral presentations, interviews and tests. Course grades are based on how well a student masters the subject matter.

VI. **Topical Course Outline**

1.0 An Introduction to interviewing
   1.1 Interviewing process defined
   1.2 Types of interviews
   1.3 Uses of interviews
   1.4 Students participate in interview-based get acquainted exercise
2.0 Interviewing as a communicative process
   2.1 Parties involved in interviewing
   2.2 Interchanging roles of parties involved
   2.3 Perception and bias in interviewing
   2.4 Ethical considerations in interviewing
   2.5 The rhetorical situation and interviewing
2.6 Active and critical listening in interviews

3.0 Questions and their uses
  3.1 Types of questions
    3.1.1 Open, closed
    3.1.2 Primary, secondary
    3.1.3 Neutral, leading
    3.1.4 Students analyze types of questions
  3.2 Avoiding common pitfalls associated with questions

4.0 Structuring the interview
  4.1 Opening the interview
  4.2 The body of the interview
  4.3 Closing the interview
  4.4 Students prepare to participate in information gathering interviews

5.0 Information gathering interviews
  5.1 One on one information gathering
  5.2 Dynamics of survey interviews
  5.3 Students participate in information gathering interviews

6.0 Employment interviews
  6.1 Developing and preparing the necessary documents
    6.1.1 Resumes
    6.1.2 Cover letters & Letters of inquiry
    6.1.3 Thank you letters
    6.1.4 Application forms
  6.2 Legal considerations in employment interviewing
    6.2.1 Legal and illegal questions
    6.2.2 Responding to questions you believe to be illegal
  6.3 Students develop and submit documents related to employment interviewing
  6.4 Students participate in role-played employment interviews

7.0 Other interviewing contexts
  7.1 Survey interviews
  7.2 Persuasive interviews
  7.3 Interviews in health care settings
  7.4 Performance review interviews
  7.5 Exit interviews

VII. Suggested Texts


VIII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
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<td>AHUM Division of Humanities</td>
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<th>2. Course Prefix</th>
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6. **Complete Course Title**

Interpersonal Communication

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

7. **Type of Course**

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

8. **Type of Action:**

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

If a change, mark appropriate boxes:

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

9. **Repeat Status**

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10. **Grading Basis**

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

11. **Implementation Date**

- From: Fall/2010
- To: /9999

12. **Cross Listed with**

- [ ] Stacked with

**Cross-Listed Coordination Signature**

---

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

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

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**Initiator Name (typed): Barbara Harville**

Initiator Signed Initials: ____________________________ Date: ______________

13b. **Coordination Email**

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

13c. **Coordination with Library Liaison**

- Date: ______________

14. **General Education Requirement**

Mark appropriate box:

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

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

Study of theories and skills related to dyadic communication and the variables which affect it, including conflict, culture, gender, and rules in both personal and professional contexts. Students will develop oral communication skills designed to improve communication in relationships by engaging in a variety of individual exercises, individual presentations, and group activities.

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

ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)

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

- See attachment

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

NA

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

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

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

Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.

17. [X] Mark if course has fees

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

19. **Justification for Action**

Update; addition of prerequisite to ensure that students are prepared for college-level reading and writing.
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<th>Disapproved</th>
<th>Date</th>
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<tr>
<td>Department Chairperson</td>
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<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<td>Curriculum Committee Chairperson</td>
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<td>Provost or Designee</td>
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Addendum to the CAR for COMM A111, A235, A237, A241:

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

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I. **Date Initiated:** February 8, 2010

II. **Course Information**
   A. **School/College**
      - College of Arts and Sciences
   B. **Department**
      - Communication
   C. **Course Prefix**
      - COMM
   D. **Course Number**
      - A237
   E. **Number of Credits/CEUs and Contact Hours**
      - 3+0
   F. **Course Title**
      - Interpersonal Communication
   G. **Grading Basis**
      - A-F
   H. **Implementation Date**
      - Fall 2010
   I. **Course Description**
      - Study of theories and skills related to dyadic communication and the variables which affect it, including conflict, culture, gender, and rules in both personal and professional contexts. Students will develop oral communication skills designed to improve communication in relationships by engaging in a variety of individual exercises, individual presentations, and group activities.
   J. **Course Attributes**
      - UAA GER Oral Communication
   K. **Prerequisite/Test Score**
      - ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)
   L. **Registration Restriction**
      - Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite
   M. **Course Fees**
      - Yes

III. **Course Level Justification**

    The course focuses on a specific area of the field of communication, interpersonal, providing a depth of study as well as the development of skills. This course creates a foundation for advanced coursework in the discipline. The course develops basic oral communication skill. This is consistent with a 200-level course.

IV. **Instructional Goals & Student Outcomes**

    The Instructor will:
    1. present theories and research to explain the dynamic process of human communication and its various contexts;
    2. present the theories and research about interpersonal communication to understand how messages are created and understood;
    3. discuss conflict and the nature of relationships;
    4. discuss communication climate in personal and professional relationships.
Upon successful completion of the course, the student will be able to:

<table>
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<tr>
<th>1. Describe the dynamic process of human communication</th>
<th>Oral presentations/classroom participation; quizzes, tests, exams, papers</th>
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<td>2. Discuss theories, research, and principles of interpersonal communication</td>
<td>Oral presentations/classroom participation; quizzes, tests, exams, papers</td>
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<tr>
<td>3. Communicate effectively in a variety of interpersonal and professional communication contexts</td>
<td>Oral presentations/classroom participation; group assignments</td>
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<tr>
<td>4. Describe problems and constraints in interpersonal relationships</td>
<td>Oral presentations/classroom participation; quizzes, tests, exams, papers</td>
</tr>
</tbody>
</table>

V. Guidelines for Evaluation

Decisions are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

1.0 Introduction to Human Communication
   1.1 Basic principles and processes
   1.2 Theories and models
   1.3 Self Concept
   1.4 Perception

2.0 Interpersonal Process & Functions
   2.1 Listening
   2.2 Language
   2.3 Nonverbal
   2.4 Emotions

3.0 Common Problems and Solutions
   3.1 Managing Conflict
   3.2 Communication Climate

4.0 Relationships
   4.1 Friendship
   4.2 Romantic Relationships
   4.3 Family

VII. Suggested Text(s):

VIII. Bibliography:


National Communication Association journals accessed at www.natcom.org
# Course Action Request

## University of Alaska Anchorage

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

<table>
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<th>1b. Division</th>
<th>1c. Department</th>
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<td>AS CAS</td>
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<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
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<th>12. Cross Listed with</th>
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<td>List any programs or college requirements that require this course.</td>
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<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>18. Mark if course is a selected topic course</th>
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<th>Update; addition of prerequisite to ensure that students are prepared for college-level reading and writing.</th>
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<td>Date</td>
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243
Addendum to the CAR for COMM A111, A235, A237, A241:

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

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<tr>
<td>Certif, Civil Drafting</td>
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<td>Certif, Structural Drafting</td>
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<td>AAS, Computer Electronics</td>
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I. Initiation Date
February 22, 2010

II. Course Information
A. School/College       College of Arts and Sciences
B. Department          Communication
C. Course Prefix        COMM
D. Course Number        A241
E. Number of Credits/CEUs and Contact Hours 3 + 0
F. Course Title         Public Speaking
G. Grading Basis        A – F
H. Implementation Date  Fall 2010
I. Course Description   Study of theories and skills applicable to informative, persuasive, and special occasion platform speaking. Emphasis on effective selection, organization, and presentation of material to diverse audiences across diverse settings. Students will develop oral communication skills by engaging in a variety of exercises and individual presentations.

J. Course Attributes    UAA GER Oral Communication
K. Prerequisite / Test Scores ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)
L. Registration Restriction Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite
M. Course Fees          Yes

III. Course Level Justification
The course consists of lecture, discussion, group work, and individual presentations. Oral communication skills are developed through activities including individual exercises and presentations and group discussions. This course is appropriate at the 200 level because the course is concerned with developing basic college-level oral communication skills with a focus on public speaking contexts.

IV. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:
1. Present students with information about the dynamic nature of the process of human communication.
2. Explain the elements of public speaking.
3. Introduce students to the different goals of public speeches and describe the different approaches mandated by each goal.
4. Provide students opportunities to practice the skills of public speaking in informative, persuasive and special occasion contexts.
5. Explain the basis for effective criticism of public speeches.

**Student Outcomes:** Students will be able to:
1. Describe the dynamic nature of the human communication process.
2. Apply the elements of public speaking.
3. Demonstrate the different goals of public speaking and the approaches mandated by each.
4. Use techniques that lead to success in informative, persuasive and special occasion speeches.
5. Articulate the standards of criticism for public speaking and apply those stands to the various contexts of public speaking.

V. **Guidelines for Evaluation / Assessment Methods**

Specific evaluation procedures will be established by the instructor, provided in the syllabus and handouts, and discussed in class. Students may be evaluated on the basis of their written work, attendance, class participation, oral presentations, and tests. Course grades are based on how well a student masters the subject matter.

VI. **Topical Course Outline**

1.0 Introduction to Public Speaking
   1.1 Orientation to the communication process
   1.2 Relationship between elements in the communication process
   1.3 Dynamic nature of the communication process
2.0 Elements of Public Speaking
   2.1 Invention and analysis
   2.2 Structure
   2.3 Supporting material
   2.4 Delivery
   2.5 Communication anxiety
3.0 Informative Speaking
   3.1 Nature of informative speaking
   3.2 Strategies for informative speaking
4.0 Persuasive Speaking
   4.1 Persuasion in context
   4.2 Audience analysis
   4.3 Persuasive proofs
   4.4 Structuring the persuasive message
5.0 Speaking for Special Occasions
   5.1 Epideictic speaking
   5.2 Impromptu speaking
6.0 Speech Criticism
   6.1 Perspectives on criticism
   6.2 Critiquing speeches for improvement

VII. Suggested Texts


VIII. Bibliography and Resources


# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Communication</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>13b. Coordination Email Date:</th>
<th>13c. Coordination with Library Liaison Date:</th>
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<th>15. Course Description (suggested length 20 to 50 words)</th>
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<td>Oral Communication</td>
<td>Written Communication</td>
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<td>Fine Arts</td>
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Examines the process of interpersonal communication when the effects of cultural differences create dissimilar interpretations and expectations for interpersonal interaction. Explores theories and experiences of communication in intercultural relationships.

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Mark if course has fees | Mark if course is a selected topic course |

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<td>Updates to meet accreditation requirements and changes to enhance opportunities for students pursuing a minor in communication.</td>
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248
I. Date Initiated: February 8, 2010

II. Course Information
A. School/College                        College of Arts and Sciences
B. Department                           Communication
C. Course Prefix                        COMM
D. Course Number                        A305
E. Number of Credits/CEUs and Contact Hours 3+0
F. Course Title                         Intercultural Communication
G. Grading Basis                        A-F
H. Implementation Date                  Fall 2010
I. Course Description
   Examines the process of interpersonal communication when the effects of cultural differences create dissimilar interpretations and expectations for interpersonal interaction. Explores theories and experiences of communication in intercultural relationships.
J. Course Attribute
   Upper division elective credits; may count toward the minor in Communication
K. Prerequisite(s)/Test Score(s)/Corequisite(s)/Other
   COMM A101 or COMM A111 or COMM A235 or COMM A237

III. Course Level Justification
This course requires a background in Communication as it builds upon previous course work and requires knowledge of concepts, methods, and vocabulary of the discipline. This course additionally requires well-developed writing and research skills.

IV. Instructional Goals & Student Outcomes
The Instructor will:
1. present and describe relevant theories of communication and culture;
2. discuss processes of cultural interaction and communication;
3. describe the importance of context and power in intercultural communication;
4. summarize and discuss the relationship between culture and interpersonal, communication relationships, including the effects of verbal and nonverbal behaviors;
5. describe the relationship of self-reflection to intercultural competence.
Student Outcomes & Assessment

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<th>Upon successful completion of the course, the student will be able to:</th>
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<tr>
<td>1. Identify and describe theories and processes of culture and communication</td>
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<tr>
<td>2. Define and apply personal and professional issues of face, power, context, verbal and nonverbal behaviors in intercultural communication</td>
<td>Exams, papers, and presentations</td>
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<tr>
<td>3. Examine and analyze competence in intercultural interactions</td>
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V. Guidelines for Evaluation

Decisions are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

1.0 Introduction to Intercultural Communication
   1.1 Basic principles
   1.2 Communication in a global village
   1.3 Context and Meaning
2.0 Socio-Cultural Background
   2.1 International Cultures: understanding diversity
   2.2 Nondominant Domestic Cultures
   2.3 Alaska Native Cultures
3.0 Intercultural Interaction
   3.1 Verbal interaction
   3.2 Nonverbal interaction
   3.3 Alaska Native Interaction
4.0 Improving Intercultural and Cross-Cultural Communication
   4.1 Problems with communication
   4.2 Prejudice and communication
   4.3 Evaluating cultures
   4.4 Ethical considerations

VII. Suggested Text(s):

VIII. Bibliography:


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

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<th>15. Course Description (suggested length 20 to 50 words)</th>
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<td>Mark appropriate box:</td>
<td>An introduction to debating as a practical application of argumentation theory. A review of argumentation theory serves as the foundation for skill development in inventing, researching, phrasing and articulating arguments in the context of academic debating.</td>
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<tr>
<td>Steve Johnson</td>
<td>_____________________</td>
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<td>Date</td>
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I. Initiation Date

February 22, 2010

II. Course Information

A. School/College  
College of Arts and Sciences

B. Department  
Communication

C. Course Prefix  
COMM

D. Course Number  
A320

E. Number of Credits/CEUs and Contact Hours  
3 + 0

F. Course Title  
Argumentation and Debate

G. Grading Basis  
A – F

H. Implementation Date  
Fall 2010

I. Course Description  
An introduction to debating as a practical application of argumentation theory. A review of argumentation theory serves as the foundation for skill development in inventing, researching, phrasing and articulating arguments in the context of academic debating.

J. Course Attributes  
Upper division elective; course may be counted toward a minor in Communication

K. Prerequisite(s)/Test Score(s)  
COREQUISITE(s)/OTHER  
COMM A111 or COMM A241

L. Course Fees  
No

III. Course Level Justification

This course builds on previous Communication coursework and requires a familiarity with the concepts, methods and vocabulary of the Communication discipline. The study of argumentation encompasses a discrete body of theory that is appropriate content for students with junior or senior standing. Mastering the practical application of that theory in academic debating requires that students have previously mastered foundational communication skills.

IV. Instructional Goals and Student Outcomes

The Instructor will:

1. provide an overview of argumentation theory;
2. explain various approaches to argument development, presentation and critique;
3. expose students to the practice of competitive academic debating.
Students will be able to:
1. explain the history and development of argumentation theory;
2. apply the tenets of argumentation theory to academic debating;
3. invent, support, present, refute and defend arguments;
4. participate effectively in a competitive debate;
5. evaluate and critique arguments.

V. Guidelines for Evaluation / Assessment Methods

Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, reflection papers, in-class debates, research projects and comprehensive examinations.

VI. Topical Course Outline

1.0 Introduction to Argument
   1.1 Argument defined
   1.2 Identifying and defining issues
   1.3 Toulmin model of argument
2.0 Claims
   2.1 Descriptive claims
   2.2 Relational claims
   2.3 Evaluative claims
3.0 Evidence
   3.1 Types of evidence
   3.2 Tests of evidence
   3.3 Gathering evidence
4.0 Reasoning
   4.1 Types of reasoning
   4.2 Fallacies of reasoning
5.0 Constructing Arguments
   5.1 Brief writing
   5.2 Stock issues model of analysis
   5.3 Pro and con arguments in the stock issues model
6.0 Debating
   6.1 Formats of debate
   6.2 Methods of refutation
   6.3 Styles of presentation
   6.4 Cross examination

VII. Suggested Texts


VIII. Bibliography and Resources


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<td>Nonverbal Communication</td>
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<tr>
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<th>Initiator Signed Initials:</th>
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMM A340 – NONVERBAL COMMUNICATION

I. Initiation Date
   February 19, 2010

II. Course Information
   A. School/College  College of Arts and Sciences
   B. Department  Communication
   C. Course Prefix  COMM
   D. Course Number  A340
   E. Number of Credits/CEUs and Contact Hours  3 + 0
   F. Course Title  Nonverbal Communication
   G. Grading Basis  A – F
   H. Implementation Date  Fall 2010
   I. Course Description  Covers theoretical and research literature pertinent
   to nonverbal communication behavior. It focuses on
   the pervasive role that movement plays in the
   formal and informal communication process.
   J. Course Attributes  Upper division elective credits; may count toward
   the minor in Communication.
   K. Prereq(s)/Test Score(s)  COMM A111 or COMM A235 or COMM A237 or
   Corequisite(s)/Other  COMM A241
   L. Course Fees  No

III. Course Level Justification

   Designed as an upper division course, COMM A340 allows students to explore theories
   and research pertaining to nonverbal communication. Knowledge of basic principles of
   communication, critical thinking, questioning, and the ability to articulate ideas are
   necessary for success in this course.

IV. Instructional Goals and Student Outcomes

   Instructional Goals: COMM A340 provides students with a chance to build on their
   understanding of the basic theories/models of communication developed in the Oral
   Communication GER. While the instructor will design the course, he or she will:

   1. introduce the many different types of nonverbal behaviors,
   2. explore the influences that culture and gender have on nonverbal dynamics,
   3. explore the role that nonverbal plays in interactions involving power,
   4. present opportunities for students to reflect on their own nonverbal behavior, as well
   analyze that of others.
**Student Outcomes:** Students will be called upon to show mastery of a variety of concepts and will engage in analytical observations and writing, employing background in communication theories and an understanding of relevant concepts from the course. Students will be able to:

1. explain the many different types of nonverbal behaviors,
2. explain the pervasive influence of gender and culture on nonverbal behaviors, and
3. explain the nature of nonverbal behavior in a range of interactions.

V. **Guidelines for Evaluation / Assessment Methods**

Course grade is A-F. Specific evaluation and assessment procedures will be established by the instructor, provided in the syllabus, and discussed in class. Students will be evaluated on the basis of their written work, attendance, participation in in-class discussions and activities, oral presentations, exams, and written work.

VI. **Topical Course Outline**

1.0 Overview of Communication  
  1.1 Communication models  
  1.2 History of field  
2.0 Nonverbal Communication: Basic Perspectives  
  2.1 Conceptualizing and defining  
  2.2 Classifying nonverbal behavior  
  2.3 Significance of nonverbal in the communication process  
  2.4 Roots of nonverbal communication  
3.0 Proxemic and Territorial Behavior  
  3.1 The concept of space and territoriality  
  3.2 Invasion and defense of territory  
  3.3 Density and crowding  
  3.4 Environmental dynamics (fixed and semi-fixed features)  
  3.5 Cultural variations and influences  
4.0 Kinesic Behavior  
  4.1 Emblems  
  4.2 Regulators  
  4.3 Adaptors  
  4.4 Illustrators  
  4.5 Facial Expression & Oculesics as a subset of kinesics  
    4.5.1 Gaze and mutual gaze  
    4.5.2 Affect Displays  
  4.6 Cultural variations and influences  
5.0 Haptic Behavior  
  5.1 Touch and human development  
  5.2 Power and touch  
  5.3 Types of touch  
  5.4 Cultural variations and influences
6.0 Chronemic Behavior
   6.1 Symbolic dimensions of time
   6.2 Role of chronemic behavior in conveying power and status
   6.3 Cultural variations and influences
7.0 Paralinguistic Behavior
   7.1 Uses of the voice for producing speech
   7.2 Uses of the voice for marking speech
   7.3 Uses of the voice for visualizing speech and thought
   7.4 Uses of the voice for synchronizing speech
   7.5 Uses of the voice for replacing speech
   7.6 Paralanguage, identity and identification
   7.7 Cultural variations and influences
8.0 Symbolic uses of objects and artifacts:
   Cultural variations and influences
9.0 Developing nonverbal skills:
   Observation of nonverbal dynamics

VII. Suggested Texts


VIII. Bibliography and Resources


1a. School or College  
AS CAS  

1b. Division  
AHUM Division of Humanities  

1c. Department  
Communication  

2. Course Prefix  
COMM  

3. Course Number  
A341  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3  

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

6. Complete Course Title  
Advanced Public Speaking  

Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  ☐ Title  ☐ Contact Hours  ☐ Credits  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Course Prerequisites  ☐ Other Restrictions  ☐ Registrations Restrictions  

9. Repeat Status No  # of Repeats  Max Credits  

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

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

12. ☐ Cross Listed with  
☐ Stacked with  

Cross-Listed Coordination Signature  

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

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

13b. Coordination Email  
Date: 3/29/2010  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 3/29/2010  
Deborah Mole (afdlm2@uaa.alaska.edu)  

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

15. Course Description (suggested length 20 to 50 words)  
Provides students with an opportunity to develop excellence in advocacy and public address. Builds on theories and skills relevant to informative, persuasive and special occasion speeches, and provides high level instruction in the use of visual aids. Prepares students to deliver well-organized, highly developed presentations in a polished, professional manner appropriate to the audience and occasion.  

16a. Course Prerequisite(s) (list prefix and number)  
COMM A111 or COMM A241  

16b. Test Score(s)  
N/A  

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

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

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

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
New course to enhance opportunities for students interested in minoring in Communication.  

Initiator (faculty only)  
Shawnalee Whitney  
Initiator (TYPE NAME)  

Approved  ☐ Disapproved  Dean/Director of School/College  Date  

Approved  ☐ Disapproved  Undergraduate/Graduate Academic  Date  

Approved  ☐ Disapproved  Board Chairperson  Date  

Approved  ☐ Disapproved  Provost or Designee  Date  

Initiator (TYPE NAME)  

Approved  ☐ Disapproved  Department Chairperson  Date  

Approved  ☐ Disapproved  Curriculum Committee Chairperson  Date  

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I. Initiation Date

February 22, 2010

II. Course Information

A. School/College: College of Arts and Sciences
B. Department: Communication
C. Course Prefix: COMM
D. Course Number: A341
E. Number of Credits/CEUs and Contact Hours: 3 + 0
F. Course Title: Advanced Public Speaking
G. Grading Basis: A – F
H. Implementation Date: Fall 2010
I. Course Description: Provides students with an opportunity to develop excellence in advocacy and public address. Builds on theories and skills relevant to informative, persuasive and special occasion speeches, and provides high level instruction in the use of visual aids. Prepares students to deliver well-organized, highly developed presentations in a polished, professional manner appropriate to the audience and occasion.
J. Course Attributes: Upper division elective; may be counted toward the minor in Communication
K. Prerequisite(s)/Test Score(s): COMM A111 or COMM A241
L. Corequisite(s)/Other: No

III. Course Level Justification

The course consists of lecture, discussion, some group work and extensive individual presentations. Students’ oral communication skills are challenged, developed and ultimately refined through a range of assignments and exercises involving audience analysis and adaptation, topic area research, training in the use of various visual aids and delivery of a variety of types of presentations. Previous successful completion of COMM A111 or COMM A241 is essential to success in this course; the instructor will proceed from the assumption that students have had basic training in the development and construction of preparation outlines, as well as basic experience with public address.

IV. Instructional Goals and Student Outcomes

Instructional Goals: The Instructor will:
1. build on basic information about the dynamic nature of the process of human communication presented in introductory-level Communication courses;
2. explain elements of excellence in public address;
3. help students refine their understanding of and ability to adapt to different audiences and goals;
4. provide students with opportunities to polish and refine their public speaking skills in a variety of contexts; and
5. provide opportunities for students to analyze famous speeches and great speakers with an eye toward appreciating what makes them effective.

**Student Outcomes:** Students will be able to:
1. deliver an effective, well-adapted presentation in a real-world setting;
2. analyze and articulate what makes great speeches and great speakers stand apart from others;
3. use verbal, vocalic and nonverbal techniques of delivery in a manner that is polished and professional; and
4. employ a wide range of audio and visual aids in a manner that is polished and professional regardless of the public speaking context.

V. **Guidelines for Evaluation/Assessment Methods**

Specific evaluation procedures will be established by the instructor, provided in the syllabus and handouts, and discussed in class. Students may be evaluated on the basis of their written work, attendance, class participation, extensive oral presentations, and tests.

VI. **Topical Course Outline**

1.0 Review of the Basics of Public Speaking
   1.1 Orientation to the communication process
   1.2 Structure and organization of ideas
   1.3 Developing ideas and building content
      1.3.1 Invention and analysis
      1.3.2 Finding and evaluating sources
      1.3.3 Effective source citations
   1.4 Verbal/linguistic elements of the speech
      1.4.1 Powerful language
      1.4.2 Descriptive language
      1.4.3 Technical language
   1.5 Vocalic elements of delivery
      1.5.1 Volume
      1.5.2 Enunciation
      1.5.3 Pace or rate
      1.5.4 Vocal modulation
      1.5.5 The voice and dynamism
   1.6 Nonverbal elements of delivery
      1.6.1 Gestures, the body
      1.6.2 Using purposeful movement
      1.6.3 Effective eye contact
      1.6.4 Appropriate attire
   1.7 Managing communication apprehension
   1.8 Types of delivery
Table of Contents

1.0 Introduction
  1.1 Importance of Effective Speaking
  1.2 Overview of the Text

2.0 Audio and Visual Aids
  2.1 Types of aids
  2.2 Strategies for use
  2.3 Managing visual aids
  2.4 Current technology
  2.5 Common pitfalls with visual aids

3.0 Expository Speaking
  3.1 Nature of informative speaking
  3.2 Structuring the informative message
  3.3 Adapting the message to an audience
  3.4 Visual aids and exposition

4.0 Persuasive Speaking
  4.1 Persuasion in context
  4.2 Analyzing the audience
    4.2.1 Demographic audience analysis
    4.2.2 Situational audience analysis
  4.3 Developing your message
  4.4 Ethos, pathos and logos
  4.5 Structuring the persuasive message

5.0 Epideictic Speaking
  5.1 Types and dynamics of special occasions
  5.2 Cultural influences on epideictic presentations

6.0 Question and Answer Sessions
  6.1 Preparing for a Q & A session
  6.2 Managing communication apprehension during Q & A
  6.3 Listening and responding
  6.4 Structured responses to questions

7.0 Analysis of speakers and speeches
  7.1 Perspectives on rhetorical criticism
  7.2 Great Speakers
  7.3 Great Speeches
  7.4 Critiquing speakers and speeches

VII. Suggested Texts


VIII. Bibliography and Resources


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

1a. School or College  
AS CAS  

1b. Division  
AHUM Division of Humanities  

1c. Department  
Communication  

2. Course Prefix  
COMM  

3. Course Number  
A345  

4. Previous Course Prefix & Number  
COMM A390  

5a. Credits/CEUs  
3.0  

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

6. Complete Course Title  
Women and Communication  

Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Credits  ☐ Title  ☐ Contact Hours  ☐ Grading Basis  ☐ Course Number  ☐ Repeat Status  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Course Prerequisites  ☐ Co-requisites  ☐ Test Score Prerequisites  ☐ Registration Restrictions  ☒ Other Restrictions  
☐ Class  ☐ Level  ☐ College  ☐ Major  ☒ Other (please specify)  

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

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

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

12. Cross Listed with  
☐ Stacked with  

Cross Listed Coordination Signature  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Minor in Communication</td>
<td>98</td>
<td></td>
<td></td>
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</tr>
<tr>
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<tr>
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</table>

Initiator Name (typed): Marcia Stratton  
Initiator Signed Initials: ___________ Date: ___________  

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

13c. Coordination with Library Liaison  
Date: ___________  

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

15. Course Description (suggested length 20 to 50 words)  
Provides a historical, theoretical, and contemporary view of how communication, culture, and gender interact and create meaning. Includes an examination of the experience of women historically in interpersonal, professional, and political settings.  

16a. Course Prerequisite(s) (list prefix and number)  
COMM A101 or COMM A111 or COMM A235 or COMM A237 or COMM A241  

16b. Test Score(s)  
NA  

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

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

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

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Making course permanent to enhance opportunities for students pursuing a minor in communication.  

Initiator (faculty only)  
Marcia Stratton  
Initiator (TYPE NAME)  

Initiator (faculty only)  
Date  
Approved ☐  Disapproved ☐  
Dean/Director of School/College  
Date  
Approved ☐  Disapproved ☐  
Undergraduate/Graduate Academic  
Date  
Approved ☐  Disapproved ☐  
Board Chairperson  
Date  
Approved ☐  Disapproved ☐  
Provost or Designee  
Date  
Approved ☐  Disapproved ☐
I. Date Initiated: February 8, 2010

II. Course Information
   A. School/College: College of Arts and Sciences
   B. Department: Communication
   C. Course Prefix: COMM
   D. Course Number: A345
   E. Number of Credits/CEUs and Contact Hours: 3+0
   F. Course Title: Women and Communication
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2010
   I. Course Description: Provides a historical, theoretical, and contemporary view of how communication, culture, and gender interact and create meaning. Includes an examination of the experience of women historically in interpersonal, professional, and political settings.
   J. Course Attribute: Upper division elective credits; may count toward the minor in Communication
   K. Prerequisite(s)/Test Score(s)/Corequisite(s)/Other: COMM A101 or COMM A111 or COMM A235 or COMM A237 or COMM A241

III. Course Level Justification

   Students integrate and build on knowledge, theories, and vocabulary from previous courses. Students will learn to more fully analyze and synthesize information about theories related to communication, culture, and gender.

IV. Instructional Goals & Student Outcomes

   The Instructor will:
   1. provide theories and research to understand communication, culture, and gender and attachment of meaning;
   2. discuss theoretical approaches to the study of gender and related research methodology;
   3. examine the construction of personal and professional gendered roles and the construction of gender through communication;
   4. provide social and historical information related to gendered roles.
Student Outcomes & Assessment

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will be able to:</th>
<th>This outcome will be assessed by one or more of these methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the intersection of communication, culture and women</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>2. Identify the relevant theories regarding communication and gendered communication</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>3. Evaluate the social construction of gender as applied to personal and professional communication</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>4. Trace political and social history related to gendered roles</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
</tbody>
</table>

V. Guidelines for Evaluation

Decisions are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

1.0 The Study of Communication, Gender, and Culture
   1.1 Knowledge of gender, communication, and culture
   1.2 Relationships among gender, communication, and culture
   1.3 Biological bases of gender
   1.4 Cultural and communication bases

2.0 The Rhetorical Shaping of Gender
   2.1 Women’s Movements
   2.2 Civil Rights Movements
   2.3 Men’s Movements

3.0 Gendered Verbal and Nonverbal Communication
   3.1 Language defines gender
   3.2 Language organized perceptions of gender
   3.3 Language evaluates gender
   3.4 Functions of nonverbal communication
   3.5 Patterns of nonverbal communication
   3.6 Implications of gendered nonverbal communication

4.0 Gendered Personal and Professional Relationships
   4.1 Meaning of close, personal relationships
   4.2 Gendered friendships
   4.3 Gender and intimacy
   4.4 Gender violence
   4.5 Gender in the workplace
   4.6 Gender and leadership
5.0 Gendered Education and Organizational Communication
   5.1 The organization of schools
   5.2 Curricular content
   5.3 Educational processes
   5.4 Redressing inequities
   5.5 Institutional stereotypes

6.0 Gendered Media
   6.1 Media in cultural life
   6.2 Themes in media
   6.3 Bias in news coverage
   6.4 Implications of media representations

VII. Suggested Text(s):


VIII. Bibliography:


**Course Action Request**

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

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

<table>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<tbody>
<tr>
<td>COMM</td>
<td>A346</td>
<td>N/A</td>
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</tbody>
</table>

6. Complete Course Title

**Oral Interpretation of Literature**

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Registration Restrictions
- Class
- Level
- College
- Major
- Other CCG Update (please specify)

9. Repeat Status No

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

10. Grading Basis

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

11. Implementation Date

- From: Fall/2010
- To: /9999

12. Cross Listed with

- [ ] Stacked with

Cross-Listed Coordination Signature

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

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

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<th>Chair/Coordinator Contacted</th>
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<tbody>
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<td>Minor in Communication</td>
<td>98, 355</td>
<td>3/25/10</td>
<td>Shawnalee Whitney</td>
</tr>
</tbody>
</table>

13b. Coordination Email

- Date: 3/29/2010

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

13c. Coordination with Library Liaison

- Date: ______

14. General Education Requirement

Mark appropriate box:

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

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

Theory and practice of the art of oral interpretation in order to stimulate an understanding of and responsiveness to prose, poetry and drama, and to develop the ability to convey to others, through oral reading, an appreciation of literature.

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

- COMM A111 or COMM A235 or COMM A237 or COMM A241

16b. Test Score(s)

- N/A

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

- N/A

16d. Other Restriction(s)

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

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

- N/A

17. [ ] Mark if course has fees

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

19. Justification for Action

Updates to meet accreditation requirements, to reflect ongoing research in the field and to enhance opportunities for students pursuing a minor in Communication.

Initiator (faculty only)

- [ ] Approved
- [ ] Disapproved

Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

Initiator (faculty only)

Lauren Bruce

Date

[ ] Approved
[ ] Disapproved

Dean/Director of School/College

Date

[ ] Approved
[ ] Disapproved

Undergraduate/Graduate Academic

Date

[ ] Approved
[ ] Disapproved

Board Chairperson

Date

[ ] Approved
[ ] Disapproved

Provost or Designee

Date

270
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMM A346 – ORAL INTERPRETATION OF LITERATURE

I. Initiation Date
   February 19, 2010

II. Course Information
A. School/College       College of Arts and Sciences
B. Department          Communication
C. Course Prefix        COMM
D. Course Number        A346
E. Number of Credits/CEUs and Contact Hours 3 + 0
F. Course Title         Oral Interpretation of Literature
G. Grading Basis       A – F
H. Implementation Date  Fall 2010
I. Course Description   Theory and practice of the art of oral interpretation in order to stimulate an understanding of and responsiveness to prose, poetry and drama, and to develop the ability to convey to others, through oral reading, an appreciation of literature.
J. Course Attributes    Upper division elective credits; may count toward the minor in Communication.
K. Prerequisite(s)/Test Score(s) COMM A111 or COMM A235 or COMM A237 or COMM A241
L. Course Fees          No

III. Course Level Justification

The course focuses on developing an understanding of a message created through the verbal and nonverbal communication and performance of literature by individuals and groups. The content includes a depth of knowledge of the analysis of all genres of literature for performance. The analysis of literature and the performance skill level requires experience in basic communication as well as sophistication in understanding and interpreting poetry and prose.

IV. Instructional Goals and Student Outcomes

The Instructor will:
1. Introduce the art of oral interpretation of literature;
2. Discuss the various genres in literature;
3. Discuss the elements in the analysis (for performance) of prose, poetry and drama;
4. Introduce the elements of verbal and nonverbal communication involved in performance studies or oral interpretation;
5. Discuss the elements of critiquing performance.
Upon successful completion of the course, 
the student will be able to: | This outcome will be assessed by one or more of these methods: |
---|---|
1. Discuss the literary genres. | Quizzes, tests, exams, papers; Oral presentations/classroom participation |
2. Discuss communication theories, research, and principles relevant to oral interpretation or performance studies. | Quizzes, tests, exams, papers; Oral presentations/classroom participation |
3. Discuss the types of literary analysis (dramatic, modal), and the role that analysis plays in the verbal and nonverbal communication of literature from various genres. | Quizzes, tests, exams, papers; Oral presentations/classroom participation |
4. Demonstrate communication and performance skills. | Development and delivery of oral presentations, classroom participation |
5. Discuss the elements necessary for critiquing interpretive performance. | Development and delivery of oral presentations, classroom participation |

V. Guidelines for Evaluation/Assessment Methods

Course grade is A-F. Evaluation procedures are at the discretion of the faculty member teaching the course. They are based on tests and papers covering the material taught in the course, as well as a demonstration of skills in performance.

VI. Topical Course Outline

1.0 Introduction to the Oral Interpretation of Literature
  1.1 Oral interpretation as an art form and its relationship with art forms and with other disciplines
  1.2 Literature and its interpretation
    1.2.1 Nature of the creative act
    1.2.2 Relation of the interpreter to the material and to the audience
    1.2.3 Impression - Expression
  1.3 Choice of material
    1.3.1 Content of literature as it relates to other areas of knowledge
    1.3.2 Evaluation of literature for performance

2.0 An Approach to the Literary Work
  2.1 Form and structure: in life, science, art, and literature
  2.2 Symbol systems of literature
  2.3 Basic factors in literary analysis
  2.4 Relationships between the literary work and the reader
    2.4.1 Focus
    2.4.2 Point of view

3.0 Introduction to Literature as a process of human experience: thought
projection, emotional reality, sensory awareness

3.1 Emphasis upon wholeness of action and interrelationship between modes of experience

3.2 Isolation of the three modes of experience: thoughts, emotions, senses
   3.2.1 In the human being
   3.2.2 In literature

3.3 Relationship between the literary work and the human being, the reader: the role of past experience, memory and imagination

4.0 Emphasis on Literature as Oral Communication: the communication equipment of the reader

4.1 Voice
   4.1.1 The qualities of voice
   4.1.2 The voice as a communicative agent: use of qualities of voice to achieve charity of meaning and emotional coloring.

4.2 Body: the body as a communicative agent

5.0 Examination of Some Literary Forms

5.1 Approach: Emphasis will be placed upon the problems involved in the reading of various kinds of literature. Further attention will also be given to problems of mood, tone, attitude, author's purpose, and levels of meaning.

5.2 Forms of literature
   5.2.1 Expository and persuasive material
   5.2.2 Lyric material
   5.2.3 Narrative material
   5.2.4 Dramatic material

6.0 Experience in Literary-performance Synthesis

6.1 Programming: introductions, cutting and arranging

6.2 Oral reading of literature as an artistic, aesthetic experience
   6.2.1 Reader's control of the material
   6.2.2 Reader's control of himself
   6.2.3 Reader's control of the audience

7.0 Use of Source Materials

7.1 Models
   7.1.1 Recorded readings
   7.1.2 Experienced readers from upperclassmen
   7.1.3 Professional readers

VII. Suggested Texts


VIII. Bibliography and Resources


# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1. School or College</th>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>AS CAS</td>
<td>COMM</td>
<td>A360</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
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</table>

### School or College sections

- **AS CAS**
- **AHUM Division of Humanities**
- **Communication**

### Course Details

- **Course Prefix:** COMM
- **Course Number:** A360
- **Previous Course Prefix & Number:** N/A
- **Credits/CEUs:** 3.0
- **Contact Hours:** (Lecture + Lab) (3+0)

### Course Title

**Complete Course Title:** Competitive Debating

**Abbreviated Title for Transcript (30 character):** Competitive Debating

### Course Type

- **Type of Course:** Academic

### Type of Action

- **Type of Action:** Add

### Repeat Status

- **Repeat Status:** Yes
- **# of Repeats:** 1
- **Max Credits:** 6

### Grading Basis

- **Grading Basis:** A-F
- **P/NP**
- **NG**

### Implementation Date

- **From:** Fall/2010
- **To:** 9999

### Cross Listed with

- **Cross Listed with:**
- **Stacked with**

### Course Description

**Course Description:**

Study of the theory and practice of competitive academic debating. Students will consider competitive debating from the perspective of debater, adjudicator and competition organizer.

### Course Prerequisites

- **Course Prerequisite(s):**
  - COMM A111 or COMM A241

### Test Score(s)

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

### Co-requisite(s)

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

### Other Restrictions

- **Other Restrictions:**
  - Class
  - Level
  - College
  - Major
  - Other CCG Update (please specify)

### Registration Restrictions

- **Registration Restrictions:**

### Mark if course has fees

- **Mark if course has fees:**

### Mark if course is a selected topic course

- **Mark if course is a selected topic course:**

### Justification for Action

Updates to meet accreditation requirements, to reflect ongoing research in the field and to enhance opportunities for students pursuing a minor in Communication.

---

**Initiator (faculty only):** Steve Johnson

**Initiator Signed Initials:**

---

**Date:**

---

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

**Date:**

---

**Department Chairperson:**

**Date:**

---

**Curriculum Committee Chairperson:**

**Date:**

---

**Provost or Designee:**

**Date:**

---

275
I. Initiation Date
February 22, 2010

II. Course Information
A. School/College
   College of Arts and Sciences
B. Department
   Communication
C. Course Prefix
   COMM
D. Course Number
   A360
E. Number of Credits/CEUs
   3 + 0
F. Course Title
   Competitive Debating
G. Grading Basis
   A – F
H. Implementation Date
   Fall 2010
I. Course Description
   Study of the theory and practice of competitive academic debating. Students will consider competitive debating from the perspective of debater, adjudicator and competition organizer.

J. Course Attributes
   Upper division elective; course may count toward the minor in Communication.

K. Prerequisite(s)/Test Scores
   COMM A111 or COMM A241

L. Registration Restriction
   Faculty permission

M. Course Fees
   No

III. Course Level Justification
This course builds on previous Communication coursework and requires a familiarity with the concepts, methods and vocabulary of the Communication discipline. Students will draw upon previous coursework in Communication to understand the challenges of debating in a competitive context.

IV. Instructional Goals and Student Outcomes

The Instructor will:
1. provide an overview of competitive speaking events and contests;
2. explain theory and practice of effective competitive debating;
3. introduce students to the goals and techniques of adjudication;
4. introduce students to the practice of coaching competitive debating.

Students will be able to:
1. articulate the difference between formats of competitive debating and discriminate between the concepts, skills, and strategies relevant to each format.
2. demonstrate the proper techniques for the development, revision, and delivery of a presentation suitable for a variety of competitive debates;
3. demonstrate the skills necessary to become an effective evaluator of discourse in competitive debates;
4. describe the practical and pedagogical concerns inherent in coaching forensic speaking.

V. Guidelines for Evaluation / Assessment Methods

Various assessment tools can be used at the instructor’s discretion, including: argumentative briefs, reflection papers, in-class debates, participation in competitive debating tournaments, research projects and comprehensive examinations.

VI. Topical Course Outline

1.0 Introduction to Forensic Speaking
   1.1 History of competitive speaking
   1.2 Modern competitive debating

2.0 Competitive Debating
   2.1 Formats
      2.1.1 American Parliamentary format
      2.1.2 British Parliamentary format
      2.1.3 Policy format
      2.1.4 Lincoln/Douglas format
   2.2 Preparation
      2.2.1 Research
      2.2.2 Practice
   2.3 Tournaments
      2.3.1 Design
      2.3.2 Administration

3.0 Adjudicating Competitive Debates
   3.1 Adjudication criteria
   3.2 Critical paradigms
   3.3 The critique as instructional exercise

4.0 Coaching competitive debating
   4.1 Student development
   4.2 Program Development

VII. Suggested Texts


VIII. Bibliography and Resources


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

1a. School or College
   AS CAS

1b. Division
   AHUM Division of Humanities

1c. Department
   Communication

2. Course Prefix
   COMM

3. Course Number
   A370

4. Previous Course Prefix & Number
   COMM A390

5a. Credits/CEUs
   3.0

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

6. Complete Course Title
   Relational Communication

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

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

If a change, mark appropriate boxes:

9. Repeat Status No
   # of Repeats
   Max Credits

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

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Minor in Communication</td>
<td>98</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</table>

Initiator Name (typed): Barbara Harville
Initiator Signed Initials: ____________________________ Date: __________________

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

13c. Coordination with Library Liaison
    Date: ______________

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

15. Course Description (suggested length 20 to 50 words)
    Study of communication processes in intimate personal relationships. Examines the role of communication in relationship engagement, relationship maintenance and relationship disengagement.

16a. Course Prerequisite(s)
    (list prefix and number)
    COMM A101 or COMM A111 or COMM A235 or COMM A237

16b. Test Score(s)
    NA

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Making the course permanent to enhance opportunities for students pursuing a minor in communication.

Initiator (faculty only)
Barbara Harville
Initiator (TYPE NAME) ____________________________ Date: __________________

Approved
Disapproved

Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic
Date

Approved
Disapproved
Board Chairperson
Date

Approved
Disapproved
Provost or Designee
Date
I. Date Initiated: February 8, 2010

II. Course Information
   A. School/College: College of Arts and Sciences
   B. Department: Communication
   C. Course Prefix: COMM
   D. Course Number: A370
   E. Number of Credits/CEUs and Contact Hours: 3+0
   F. Course Title: Relational Communication
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2010
   I. Course Description: The study of communication processes in intimate personal relationships. Examines the role of communication in relationship engagement, relationship maintenance and relationship disengagement.
   J. Course Attribute: Upper division elective credits; may count toward the minor in Communication
   K. Prerequisite(s)/Test Score(s)/Corequisite(s)/Other: COMM A101 or COMM A111 or COMM A235 or COMM A237

III. Course Level Justification

   This course requires a background in Communication as it builds upon previous course work and requires knowledge of concepts, methods, and vocabulary of the discipline. This course additionally requires well-developed writing and research skills.

IV. Instructional Goals & Student Outcomes

   The Instructor will:
   1. present relational communication theories and research to explain the processes of relational communication;
   2. discuss the primary processes of relationship engagement, maintenance, and disengagement;
   3. identify and introduce communication factors contributing to relational stability and instability;
   4. summarize and discuss problematic issues of relationships (e.g., relational transgressions, privacy violations, and conflict);
   5. discuss issues of love, attachment, fairness, and power in intimate relationships.
Student Outcomes & Assessment

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will be able to:</th>
<th>This outcome will be assessed by one or more of these methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and describe major theories and research of relational communication</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>2. Define and explain developmental relational concepts; maintenance strategies; problematic relational issues</td>
<td>Assignments, exams, oral presentations</td>
</tr>
<tr>
<td>3. Examine, summarize, and analyze a selected relational communication topic</td>
<td>Research report</td>
</tr>
</tbody>
</table>

V. Guidelines for Evaluation

Decisions are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

1. Communication in Relationships
2. Impression Management
3. Social Attraction
4. Uncertainty and Expectancy Violations
5. Initiating and Intensifying Relationships
6. Styles of Love and Attachment
7. Communication and Sexuality
8. Social Exchange and Equity
9. Communication in Intimate Relationships
10. Power and Politics in Intimate Relationships
11. Privacy and Privacy Violations
12. Relational Transgressions
13. Interpersonal Conflict
14. Relationship Disengagement and Termination

VII. Suggested Text(s):

VIII. Bibliography:


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

1a. School or College
   AS CAS

1b. Division
   AHUM Division of Humanities

1c. Department
   Communication

2. Course Prefix
   COMM

3. Course Number
   A380

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3.0

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

6. Complete Course Title
   Theories of Human Communication

   Abbreviated Title for Transcript (30 character)
   Theories/Human Communication

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

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

If a change, mark appropriate boxes:
   □ Prefix
   □ Credits
   □ Title
   □ Grading Basis
   ☒ Course Description
   □ Test Score Prerequisites
   □ Other Restrictions
   □ Class
   □ Level
   □ College
   □ Major
   ☒ Other CCG Update (please specify)

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

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

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

12. ☒ Cross Listed
    ☒ Stacked

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

    | Impacted Program/Course | Catalog Page(s) | Impacted Date of Coordination | Chair/Coordinator Contacted |
    |------------------------|-----------------|-------------------------------|-----------------------------|
    | Minor in Communication | 98, 356         | 3/25/10                       | Shawnalee Whitney           |
    | 2.                     |                 |                               |                             |
    | 3.                     |                 |                               |                             |

    Initiator Name (typed): Doug Parry
    Initiator Signed Initials: __________
    Date: __________

    13b. Coordination Email
    Date: 3/29/2010
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

    13c. Coordination with Library Liaison
    Date: __________

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

15. Course Description (suggested length 20 to 50 words)
    Study of major communication theories, principles, and research paradigms in interpersonal, group, organizational, and public contexts.

16a. Course Prerequisite(s) (list prefix and number)
    COMM A111 or COMM A235 or COMM A237 or COMM A241

16b. Test Score(s)
    N/A

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

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

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

17. □ Mark if course has fees

18. □ Mark if course is a selected topic course

19. Justification for Action
    Updates to meet accreditation requirements, to reflect ongoing research in the field and to enhance opportunities for students pursuing a minor in Communication.

Initiator (faculty only)
Doug Parry
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College

Undergraduate/Graduate Academic

Board Chairperson

Provost or Designee

Approved
Disapproved

Date

I. Initiation Date

February 19, 2010

II. Course Information

A. School/College
   College of Arts and Sciences
B. Department
   Communication
C. Course Prefix
   COMM
D. Course Number
   A380
E. Number of Credits/CEUs and Contact Hours
   3 + 0
F. Course Title
   Theories of Human Communication
G. Grading Basis
   A – F
H. Implementation Date
   Fall 2010
I. Course Description
   Study of major communication theories, and research paradigms in interpersonal, group, organizational, and public contexts.
J. Course Attributes
   Upper division elective credits; may count toward the minor in Communication.
K. Prerequisite(s)/Test Score(s)
   COMM A111 or COMM A235 or COMM A237 or COMM A241
L. Course Fees
   No

III. Course Level Justification

This course is an upper level course for students to analyze and discriminate between complex human communication theories in a variety of contexts.

IV. Instructional Goals and Student Outcomes

The Instructor will:
1. introduce significant models of communication;
2. explore major theoretical perspectives in the field of communication;
3. guide the students in research related to the study of communication.

Students will be able to:
1. identify significant models of communication and discriminate between them;
2. identify major theoretical approaches to the study and understanding of human communication;
3. demonstrate proper research skills related to the study of communication.
V. Guidelines for Evaluation / Assessment Methods

Specific evaluation procedures will be established by the instructor, provided in the syllabus and handouts, and discussed in class. Students may be evaluated on the basis of their written work, attendance, class participation, oral presentations, and tests.

VI. Topical Course Outline

1.0 Introduction to Human Communication Models
   1.1 Lasswall’s Verbal Model of Communication
   1.2 Shannon & Weaver’s Mathematical Theory of Communication
   1.3 Berlo’s SMCR Model & Stimulus / Response Model
   1.4 Newcomb’s Symmetry Model
   1.5 Westly-MacLean’s Model
   1.6 Schramm’s Model of Communication
   1.7 Dance’s Spiral Model of Communication
   1.8 Barnlund’s Model of Interpersonal Communication
   1.9 Gerbner’s General Model of Communication

2.0 Perspectives of Communication
   2.1 Mechanistic Perspective
   2.2 Psychological Perspective
   2.3 Interactional Perspective
   2.4 Pragmatic Perspective

3.0 Theoretical Approaches
   3.1 Symbolic Interaction
   3.2 Rules Theory
   3.3 Phenomenology

4.0 Contexts of Communication
   4.1 Theories of Interpersonal Communication
   4.2 Theories of Small Group Communication
   4.3 Theories of Organizational Communication
   4.4 Theories of Public Communication

VII. Suggested Texts


VIII. Bibliography and Resources


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

1a. School or College
AS CAS

1b. Division
AHUM Division of Humanities

1c. Department
Communication

2. Course Prefix
COMM

3. Course Number
A390

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Selected Topics in Communication
Selected Topics: Comm

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

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

If a change, mark appropriate boxes:

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

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2010 To: /9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>Minor in Communication</td>
<td>98, 358</td>
<td>3/25/10</td>
<td>Shawnalee Whitney</td>
</tr>
<tr>
<td>2.</td>
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<tr>
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</table>

Initiator Name (typed): Shawnalee Whitney Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 3/29/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: __________

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

15. Course Description (suggested length 20 to 50 words)
Selected topics in communication arising from special circumstances of demand or faculty expertise. Specific titles as announced. Special Note: May be repeated once for credit with a change of subtitle.

16a. Course Prerequisite(s) (list prefix and number)
COMM A111 or COMM A235 or COMM A237 or COMM A241

16b. Test Score(s)
N/A

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

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

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

17. □ Mark if course has fees

18. □ Mark if course is a selected topic course

19. Justification for Action
Updates to meet accreditation requirements, to reflect ongoing research in the field and to enhance opportunities for students pursuing a minor in Communication.

Initiator (faculty only) Shawnalee Whitney
Date __________

Initiator (TYPE NAME) Dean/Director of School/College Date __________
Approved ☒ Disapproved ☐

Undergraduate/Graduate Academic Board Chairperson Date __________
Approved ☒ Disapproved ☐

Provost or Designee Date __________
Approved ☐ Disapproved ☒

287
I. **Initiation Date**
February 19, 2010

II. **Course Information**
A. **School/College**
   College of Arts and Sciences
B. **Department**
   Communication
C. **Course Prefix**
   COMM
D. **Course Number**
   A390
E. **Number of Credits/CEUs and Contact Hours**
   3 + 0
F. **Course Title**
   Selected Topics in Communication
G. **Grading Basis**
   A – F
H. **Implementation Date**
   Fall 2010
I. **Course Description**
   Selected topics in communication arising from special circumstances of demand or faculty expertise. Specific titles as announced. Special Note: May be repeated once for credit with a change of subtitle.
J. **Course Attributes**
   Upper division elective; may count toward the minor in Communication.
K. **Prerequisite(s)/Test Score(s) Corequisite(s)/Other**
   COMM A111 or COMM A235 or COMM A237 or COMM A241.
L. **Course Fees**
   No

III. **Course Level Justification**

COMM A390 requires a background in Communication because it builds on basic information that has been addressed in Oral Communication GER courses including key introductory theories, concepts, methods and vocabulary relevant to the discipline. In addition, students in this class need well-developed skills in both writing and research.

IV. **Instructional Goals and Student Outcomes**

The instructional goals and student outcomes will vary depending on subject matter and instructor’s approach. Evaluation procedures are at the discretion of the faculty member teaching the course. They are typically based on tests, papers, and other exercises addressing the material taught in the course.

**Instructional Goals (Sample)**

COMM A390 provides students with a chance to explore the communication dynamics at play in teaching and learning environments, as well as the dynamics involved in
personally-, publically-, politically- and culturally-constructed discussions/debates of educational issues. The instructor will:

1. introduce the many different types and range of communication behaviors that are common in and most relevant to teaching/learning environments;
2. present current theories and research regarding communication practices in teaching and learning environments at a variety of educational levels;
3. help students explore the influences that personal views, political issues and culturally-constructed beliefs have in the discourse surrounding education;
4. present opportunities for students to reflect on their own communicative behavior in teaching and learning environments, as well as opportunities to analyze the behavior(s) of others in such contexts.

Student Outcomes (Sample)

Students will be able to:

1. describe the types and range of communication behaviors that are common in and most relevant to teaching/learning environments;
2. articulate the current theories and research regarding communication in educational settings at a variety of different levels;
3. demonstrate and explain how educational environments are shaped by personal narratives, political/public debates and culturally-constructed discursive formations;
4. engage in exercises designed to allow reflection on one’s own and others’ communicative behavior in teaching/learning environments.

V. Guidelines for Evaluation/Assessment Methods

Approaches to evaluation and assessment are at the discretion of the faculty member teaching the course. Students may be evaluated on the basis of their written work, attendance, class participation, oral presentations, group work, in-class presentations, and tests.

VI. Topical Course Outline (Sample)

1.0 Defining Communication
   1.1 Communication in general
   1.2 Communication in the classroom
   1.3 Communication competence
      1.3.1 Dynamics of competence relevant to teaching
      1.3.2 Dynamics of competence relevant to learning

2.0 Common Communication Problems in Teaching/Learning Environments
   2.1 Unequal participation
   2.2 Class/group size
   2.3 Rumor and serial communication
   2.4 Listening, responding, retention
2.5 Feedback
2.6 Influence of technology on teaching, learning, communication
2.7 Challenges stemming from intercultural dynamics
2.8 Classroom environment and incivility

3.0 Teacher Images
3.1 Source credibility
3.2 Homophily and affinity
3.3 Interpersonal attraction
3.4 Negative images
3.5 Power and leadership in the classroom
3.6 Levels of instructor influence
3.7 Nonverbal dynamics in instruction

4.0 Student Dynamics
4.1 Expectancies, grouping and influence
4.2 Listening, responding, retention
4.3 Power and leadership in the classroom
4.4 Willingness to communicate
4.5 Effects of low willingness to communicate
4.6 Nonverbal dynamics among students
4.7 Communication apprehension in the classroom

5.0 Advocacy and Education
5.1 Influence of personal beliefs on perception, symbolic activity, narratives
5.2 Influence of cultural perspectives on perception, symbolic activity, narratives
5.3 Public debate and discourse regarding education
5.4 Education and contemporary public discourse

VII. Suggested Texts (Sample)


VIII. Bibliography and Resources (Sample)


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
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<th>3. Course Number</th>
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<td>COMM</td>
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<th>9. Repeat Status No # of Repeats Max Credits</th>
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<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
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<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
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<td>98, 359</td>
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<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials: _________</th>
<th>Date: ____________</th>
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<tr>
<th>13c. Coordination with Library Liaison Date: 3/29/2010</th>
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<tr>
<td>Deborah Mole, <a href="mailto:afdm2@uaa.alaska.edu">afdm2@uaa.alaska.edu</a></td>
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<tr>
<td>Oral Communication</td>
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<tr>
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<td>Explores theories, research, symbolic activity and communication behavior at play in a range of teaching, training and learning environments. Considers the nature of personal, public, political and cultural discourse surrounding educational processes, issues and debates.</td>
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<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tr>
<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>New course to enhance opportunities for students interested in minor in Communication. Previously offered as Selected Topic under COMM A390.</td>
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<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>--------------------------</td>
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<tr>
<td>Shawnalee Whitney</td>
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**Initiator (TYPE NAME)**

<table>
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<th>Disapproved</th>
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**Dean/Director of School/College**

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**Department Chairperson**

<table>
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**Curriculum Committee Chairperson**

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<th>Disapproved</th>
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Prerequisites for COMM A111, COMM A235, COMM A237, and COMM A241
(same as for ENGL A111)

ENGL A109 with a minimum grade of C, or
PRPE A108 with a minimum grade of C, or
AARC 85 and AASS 95, or
EAEN 22, or
ACTE 22, or
AO1 22, or
SATC 530, or
SATV 530, or
SO1 530, or
COE2 10 and CORG 75

Model catalog copy (for ENGL A111)

ENGL A111 Methods of Written Communication 3 CR
Contact Hours: 3 + 0
Prerequisites: ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or [COMPASS E-Write (1-12 scale) with score of 10 and COMPASS Reading Skills with score of 75] or [Accuplacer-Reading Comp with score of 085 and Accuplacer-Sentence Skills with score of 095] or SAT Critical Reading Score with score of 530 or SAT Verbal Score with score of 530 or Enhanced ACT English with score of 22 or Original ACT English with score of 22 or ACT English with score of 22 or SAT Verbal with score of 530.
Registration Restrictions: Appropriate score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.
Course Attributes: UAA GER Written Communication.
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMM A410 – COMMUNICATION IN EDUCATION

I. Initiation Date
   February 19, 2010

II. Course Information
   A. School/College       College of Arts and Sciences
   B. Department          Communication
   C. Course Prefix       COMM
   D. Course Number       A410
   E. Number of Credits/CEUs
             and contact hours  3 + 0
   F. Course Title       Communication in Education
   G. Grading Basis      A-F
   H. Implementation Date    Fall 2010
   I. Course Description
             Explores theories, research, symbolic activity and
             communication behavior at play in a range of teaching,
             training and learning environments. Considers the nature
             of personal, public, political and cultural discourse
             surrounding educational processes, issues and debates.
   J. Course Attributes
             Upper division elective; course may be counted
             toward the minor in Communication
   K. Prerequisite(s)/Test Score(s)
             Corequisite(s)/Other   COMM A111 or COMM A235 or COMM A237
                                    or COMM A241
   L. Course Fees         No

III. Course Level Justification

Communication in Education is an upper division course that explores theories, research, symbolic activity and communication behavior at play in a range of teaching, training and learning environments. In addition, the course considers the nature of personal, public, political and cultural discourse surrounding educational processes, issues and debates. Consequently, it is vital that students have knowledge of basic principles of communication, critical thinking skills, the ability to explore and question, as well as the ability to articulate ideas in both oral and written formats.

IV. Instructional Goals and Student Outcomes

Instructional Goals

COMM A410 provides students with a chance to explore the communication dynamics at play in teaching and learning environments, as well as the dynamics involved in personally-, publically-, politically- and culturally-constructed discussions/debates of educational issues. The instructor will:
1. introduce the many different types and range of communication behaviors that are common in and most relevant to teaching/learning environments;
2. present current theories and research regarding communication practices in teaching and learning environments at a variety of educational levels;
3. help students explore the influences that personal views, political issues and culturally-constructed beliefs have in the discourse surrounding education;
4. present opportunities for students to reflect on their own communicative behavior in teaching and learning environments, as well as opportunities to analyze the behavior(s) of others in such contexts.

**Student Outcomes**

Students will be able to:

1. describe the types and range of communication behaviors that are common in and most relevant to teaching/learning environments;
2. articulate the current theories and research regarding communication in educational settings at a variety of different levels;
3. demonstrate and explain how educational environments are shaped by personal narratives, political/public debates and culturally-constructed discursive formations;
4. engage in exercises designed to allow reflection on one's own and others’ communicative behavior in teaching/learning environments.

**V. Guidelines for Evaluation / Assessment Measures**

Specific evaluation and assessment procedures will be established by the instructor, provided in the syllabus, and discussed in class. Students will be evaluated on the basis of their written work, attendance, participation in in-class discussions and activities, oral presentations, exams, and extensive written work.

**VI. Topical Course Outline**

1.0 Defining Communication
   1.1 Communication in general
   1.2 Communication in the classroom
   1.3 Communication competence
      1.3.1 Dynamics of competence relevant to teaching
      1.3.2 Dynamics of competence relevant to learning

2.0 Common Communication Problems in Teaching/Learning Environments
   2.1 Unequal participation
   2.2 Class/group size
   2.3 Rumor and serial communication
   2.4 Listening, responding, retention
   2.5 Feedback
   2.6 Influence of technology on teaching, learning, communication
2.7 Challenges stemming from intercultural dynamics
2.8 Classroom environment and incivility

3.0 Teacher Images
3.1 Source credibility
3.2 Homophily and affinity
3.3 Interpersonal attraction
3.4 Negative images
3.5 Power and leadership in the classroom
3.6 Levels of instructor influence
3.7 Nonverbal dynamics in instruction

4.0 Student Dynamics
4.1 Expectancies, grouping and influence
4.2 Listening, responding, retention
4.3 Power and leadership in the classroom
4.4 Willingness to communicate
4.5 Effects of low willingness to communicate
4.6 Nonverbal dynamics among students
4.7 Communication apprehension in the classroom

5.0 Advocacy and Education
5.1 Influence of personal beliefs on perception, symbolic activity, narratives
5.2 Influence of cultural perspectives on perception, symbolic activity, narratives
5.3 Public debate and discourse regarding education
5.4 Education and contemporary public discourse

VII. Suggested Texts


VIII. Bibliography


In addition to the books listed above, the faculty member teaching this course should search for articles in the journal *Communication Education*. This quarterly publication from the National Communication Association has been published on a continuous basis for over five decades. The NCA website notes that “it includes original empirical, critical, historical, and theoretic studies bearing on the intersections of communication, instruction, and human development.”
**1a. School or College**
AS CAS

**1b. Division**
AHUM Division of Humanities

**1c. Department**
Communication

**2. Course Prefix**
COMM

**3. Course Number**
A412

**4. Previous Course Prefix & Number**

**5a. Credits/CEUs**
3.0

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

**6. Complete Course Title**
Persuasion

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other Update CCG for accreditation (please specify)

**9. Repeat Status No**

# of Repeats
Max Credits

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

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

**12. Cross Listed with**

Stacked with

Cross-Listed Coordination Signature

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

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

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Initiator Name (typed): Marcia Stratton

Initiator Signed Initials: Date: ____________

**13b. Coordination Email**

Date: ____________

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

**13c. Coordination with Library Liaison**

Date: ____________

**14. General Education Requirement**

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

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

Explores history, modern theory, and practical application of persuasion theory. A review of current literature, examination of persuasion in interpersonal, organizational, political, and public contexts.

**16a. Course Prerequisite(s) (list prefix and number)**
COMM A101 or COMM A111 or COMM A235 or COMM A237 or COMM A241

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

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

NA

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

☐ College
☐ Major
☐ Class
☐ Level

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

NA

**17. Mark if course has fees**

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

**19. Justification for Action**

Updates to meet accreditation requirements and changes to enhance opportunities for students pursuing a minor in communication.

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299
COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
PERSUASION  

I. Date Initiated: February 8, 2010

II. Course Information
A. School/College: College of Arts and Sciences
B. Department: Communication
C. Course Prefix: COMM
D. Course Number: A412
E. Number of Credits/CEUs and Contact Hours: 3+0
F. Course Title: Persuasion
G. Grading Basis: A-F
H. Implementation Date: Fall 2010
I. Course Description: Explores history, modern theory, and practical application of persuasion theory. A review of current literature, examination of persuasion in interpersonal, organizational, political, and public contexts.
J. Course Attribute: Upper division elective credits; may count toward the minor in Communication
K. Prerequisite(s)/Test Score(s)/Corequisite(s)/Other: COMM A101 or COMM A111 or COMM A235 or COMM A237 or COMM A241

III. Course Level Justification
Students integrate and build on knowledge, theories, and vocabulary from previous courses. Students will learn to more fully analyze and synthesize information about theories of persuasion.

IV. Instructional Goals & Student Outcomes
The Instructor will:
1. discuss theoretical approaches to the study of persuasion and related research methodology;
2. examine the construction of personal and professional persuasive messages;
3. provide tools to deconstruct persuasive messages to understand their effectiveness;
4. examine various audience dimensions as they relate to persuadability.
Student Outcomes & Assessment

<table>
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<th>Upon successful completion of the course, the student will be able to:</th>
<th>This outcome will be assessed by one or more of these methods:</th>
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<tbody>
<tr>
<td>1. Identify relevant theories in persuasion</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>2. Identify and analyze the intersection of persuasion and audience dimensions</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>3. Evaluate effective persuasive messages</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
<tr>
<td>4. Construct an effective persuasive message</td>
<td>Exam, written project and/or oral presentation</td>
</tr>
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</table>

V. Guidelines for Evaluation

Decisions are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

1.0 Introduction to Persuasion
   1.1 Overview of persuasion
   1.2 Review of historical persuasion
   1.3 Modern theory and history

2.0 Persuasion and Reasoning
   2.1 Understanding argument
   2.2 Common fallacies
   2.3 Ordering persuasive messages

3.0 Theories of Source Credibility
   3.1 Dimensions of credibility
   3.2 Credibility and persuadability
   3.3 Enhancing credibility

4.0 Psychological Theories of Persuasion
   4.1 Cognitive elements
   4.2 Models & theories
   4.3 Compliance gaining

5.0 Persuasion and Audiences
   5.1 Audience analysis
   5.2 Audience characteristics
   5.3 Motivational appeals
   5.4 Visual persuasion
   5.5 Nonverbal elements

6.0 Interpersonal Persuasion
   6.1 Dimensions of interpersonal communication
   6.2 Variables of interpersonal persuasion
7.0 Ethical Considerations of Persuasion  
7.1 Persuasion and society  
7.2 Ethical communication  
7.3 Ethical models of persuasion  
7.4 Deception  

VII. Suggested Text(s):  

VIII. Bibliography:  
1. School or College
   AS CAS
2. Course Prefix
   COMM
3. Course Number
   A420
4. Previous Course Prefix & Number
   COMM A390
5a. Credits/CEUs
   3.0
5b. Contact Hours
   (Lecture + Lab)
   (3+0)

6. Complete Course Title
   Family Communication

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

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

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

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

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

12. ☐ Cross Listed with
    ☐ Stacked with

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

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Initiator Name (typed): Barbara Harville
Initiator Signed Initials: ____________________________ Date: ____________

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

13c. Coordination with Library Liaison Date: ____________

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

15. Course Description (suggested length 20 to 50 words)
    Study of interpersonal communication processes in the family. Examines the role of communication in family systems, roles, and decision-making, as well as the role of communication in power, conflict, and family stresses.

16a. Course Prerequisite(s) (list prefix and number)
    COMM A101 or COMM A111 or COMM A235 or COMM A241 or COMM A243 or COMM A241
16b. Test Score(s)
    NA
16c. Co-requisite(s) (concurrent enrollment required)
    NA

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Make the course permanent to enhance opportunities for students pursuing a minor in communication.

Initiator (faculty only) Barbara Harville
Initiator (TYPE NAME)

Initiator (faculty only) Date

Approved Disapproved

Dean/Director of School/College Date

Approved Disapproved

Undergraduate/Graduate Academic Date

Approved Disapproved

Board Chairperson Date

Approved Disapproved

Provost or Designee Date

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I. Date Initiated: February 8, 2010

II. Course Information
   A. School/College: College of Arts and Sciences
   B. Department: Communication
   C. Course Prefix: COMM
   D. Course Number: A420
   E. Number of Credits/CEUs and Contact Hours: 3+0
   F. Course Title: Family Communication
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2010
   I. Course Description: Study of interpersonal communication processes in the family. Examines the role of communication in family systems, roles, and decision-making; as well as the role of communication in power, conflict, and family stresses.

   J. Course Attributes: Upper division elective credits; may count toward the minor in Communication

   K. Prerequisite(s)/Test Score(s)/Corequisite(s)/Other: COMM A101 or COMM A111 or COMM A235 or COMM A237 or COMM A241

III. Course Level Justification

This course requires a background in Communication as it builds upon previous course work and requires knowledge of concepts, methods, and vocabulary of the discipline. This course additionally requires that students be able to analyze and synthesize existing research and to demonstrate research skills.

IV. Instructional Goals & Student Outcomes

The Instructor will:
1. discuss family communication theories and research to explain the processes of family communication;
2. discuss the relationship of communication to family roles, power, decision-making, and family stress;
3. discuss the relationship of systemic family communication patterns to the creation of family meaning, intimacy and closeness, and conflict.
Student Outcomes & Assessment

<table>
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<th>Upon successful completion of the course, the student will be able to:</th>
<th>This outcome will be assessed by one or more of these methods:</th>
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<tbody>
<tr>
<td>1. Identify and describe major theories and research of family communication</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>2. Define, apply and analyze family communication patterns and their effects</td>
<td>Assignments, exams, oral presentations</td>
</tr>
<tr>
<td>3. Examine, summarize, and analyze a selected family communication topic</td>
<td>Research paper</td>
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</table>

V. Guidelines for Evaluation

Decisions are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

1. Introduction to the Family
2. Family Theories
3. Communication Patterns and the Creation of Family Meanings
4. Symbolic Meanings and Relational Maintenance
5. Intimacy and Closeness within Families
6. Communication and Family roles and Types
7. Power, Influence, and Decision-making Processes
8. Communication and Family Conflict
9. Communication and Family Developmental Stress
10. Communication and Unpredictable Stress
11. Contextual Dimensions of Family Communication
12. Improving Family Communication

VII. Suggested Text(s):

VIII. Bibliography:


# Course Action Request

University of Alaska Anchorage

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

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<th>1c. Department</th>
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If a change, mark appropriate boxes:

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

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Cross-Listed Coordination Signature

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<td>3. Graduate Certificate in Education (ESOL 7-12 Concentration)</td>
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Initiator Name (typed): David Bowie

Initiator Signed Initials: __________________________ Date: __________________

13b. Coordination Email Date: 2/12/2010

13c. Coordination with Library Liaison Date: 2/12/2010

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

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<td>☐ Natural Sciences</td>
<td>☐ Integrative Capstone</td>
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| 15. Course Description (suggested length 20 to 50 words) | An intermediate course in the descriptive analysis of syntax and related aspects of word-formation. Practice in traditional and contemporary methods of syntactic analysis, sentence structure and diagramming, in English. |

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

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17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Updating CCG to reflect current standards.

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Initiator (faculty only) Date: __________________

Approved ☑ | Disapproved ☐ |

Dean/Director of School/College Date: __________________

Approved ☑ | Disapproved ☐ |

Undergraduate/Graduate Academic Board Chairperson Date: __________________

Approved ☑ | Disapproved ☐ |

Provost or Designee Date: __________________

Approved ☑ | Disapproved ☐ |

Department Chairperson Date: __________________

Approved ☑ | Disapproved ☐ |

Curriculum Committee Chairperson Date: __________________

Approved ☑ | Disapproved ☐ |

307
I. **Initiation Date:** February 8, 2009

II. **Course Information**

A. **College:** College of Arts and Sciences  
B. **Course Title:** Intermediate Grammar  
C. **Course Number:** LING A201  
D. **Credit Hours:** 3.0 credits  
E. **Contact Time:** 3+0  
F. **Grading Information:** A-F  
G. **Course Description:** An intermediate course in the descriptive analysis of syntax and related aspects of word-formation. Practice in traditional and contemporary methods of syntactic analysis, sentence structure and diagramming, in English.  
H. **Status of Course:** The course fulfills a requirement for the BA in English (rhetoric and language option) and the Minor in English (linguistics emphasis). It also fulfills an elective requirement for the BA in English (education option). It also fulfills an admission requirement for the Graduate Certificate in Education (ESOL 7-12 Concentration).  
I. **Lab Fees:** None  
J. **Coordination:** UAA Faculty Listserv  
K. **Prerequisites:** N/A  
L. **Registration Restrictions:** N/A

III. **Course Level Justification**

As a course that deals with introductory concepts in linguistics and requiring no previous experience in the field, this course is well-suited for students with in their freshman or sophomore years.
IV. Instructional Goals and Defined Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The instructor will:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>Provide an overview of differences between traditional and modern models of syntax.</td>
<td>Identify grammatical features using traditional and modern models.</td>
<td>Reading exercise Performance on quizzes</td>
</tr>
<tr>
<td>Provide a description of hierarchical structures used in modern syntactic models.</td>
<td>Derive hierarchical structures of phrases and clauses.</td>
<td>Problem sets Performance on quizzes</td>
</tr>
<tr>
<td>Provide a description of lexicon-based limitations on the structures used in modern syntactic models.</td>
<td>Correctly apply rules and constraints found in the lexicon (such as subcategorization and agreement).</td>
<td>Problem sets Performance on quizzes</td>
</tr>
<tr>
<td>Provide a description of syntactic movement processes.</td>
<td>Apply movement processes to syntactic structures.</td>
<td>Problem sets Performance on quizzes Performance on cumulative examination</td>
</tr>
</tbody>
</table>

V. Topical Course Outline

A. Traditional and Modern Syntactic Models
   1. The differences between syntax and usage
   2. Models based on usage manuals
   3. Structuralist models
   4. Transformational models

B. Hierarchical Structure in Syntax
   1. Ramifications of structure
   2. Evidence for hierarchical structure
   3. Phrases
   4. Clauses

C. Lexical effects
   1. The lexicon
   2. Lexical limits on structure
   3. Structural interactions between lexical items
   4. Subcategorization
   5. Agreement

D. Movement
   1. Yes-no question formation
   2. Wh-question formation
   3. Embedded questions
   4. Topic movement
VI. **Suggested Texts**


VII. **Bibliography**

Note: This is a selective list of references for teaching.


<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>English</th>
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</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>ENGL</td>
<td>3. Course Number</td>
<td>A414</td>
<td>4. Previous Course Prefix &amp; Number</td>
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<tr>
<td>5a. Credits/CEUs</td>
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<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
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<td>6. Complete Course Title</td>
<td>Research Writing</td>
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<td>7. Type of Course</td>
<td>Academic</td>
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<tr>
<td>8. Type of Action:</td>
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<td>or</td>
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<tr>
<td>9. Repeat Status No</td>
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<td>Max Credits</td>
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<tr>
<td>10. Grading Basis</td>
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<td>P/NP</td>
<td>NG</td>
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<td>11. Implementation Date</td>
<td>semester/year</td>
<td>From: Fall/2010</td>
<td>To: 9999/9999</td>
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<td>12. Cross Listed with</td>
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<td></td>
<td>Stacked with</td>
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</tr>
<tr>
<td>13a. Impacted Courses or Programs:</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>13b. Coordination Email</td>
<td>Date: 2/16/2010</td>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<tr>
<td>13c. Coordination with Library Liaison</td>
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<tr>
<td>14. General Education Requirement</td>
<td>Mark appropriate box:</td>
<td>Oral Communication</td>
<td>Written Communication</td>
<td>Quantitative Skills</td>
<td>Humanities</td>
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<td></td>
<td></td>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
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<tr>
<td>15. Course Description (suggested length 20 to 50 words)</td>
<td>A guided deep revision of a research paper from a student's home discipline, adapted to a specific scholarly or professional audience. Concentration on audience, method, argument, evidence, and style.</td>
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<td>16a. Course Prerequisite(s) (list prefix and number)</td>
<td>(ENGL A211, or A212, or A213, or A214) with a minimum grade of C</td>
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<td>16c. Co-requisite(s) (concurrent enrollment required)</td>
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<td>16e. Registration Restriction(s) (non-codable)</td>
<td>n/a</td>
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<tr>
<td>17. Mark if course has fees</td>
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<tr>
<td>18. Mark if course is a selected topic course</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. Justification for Action</td>
<td>Updating CCG to reflect current standards; eliminating &quot;Offered Fall Semesters&quot; from Special Note for scheduling flexibility.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Jacqueline Cason**

Initiator Signed Initials: ______________________ Date: ____________

**Initiator (faculty only)**

Jacqueline Cason

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Department Chairperson Date

Approved

Disapproved

Undergraduate/Graduate Academic Board Chairperson Date

Approved

Disapproved

Provost or Designee Date

Approved

Disapproved

Curriculum Committee Chairperson Date

Approved

Disapproved

Curriculum Committee Chairperson Date
### Impacted Program/Course

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Dates of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in English (literature, rhetoric and language, and education options)</td>
<td>100-101</td>
<td>2/12/2010</td>
<td>Judith Moore, Chair, Dept. of English</td>
</tr>
<tr>
<td>Minor in English (literature and professional writing emphasis)</td>
<td>101-102</td>
<td>2/12/2010</td>
<td>Judith Moore, Chair, Dept. of English</td>
</tr>
<tr>
<td>Certificate in Paralegal Studies</td>
<td>155 and 444</td>
<td>2/16/2010</td>
<td>Pamela Kelley, Paralegal Coordinator</td>
</tr>
<tr>
<td>BA and BS in Computer Science</td>
<td>99-100 and 357</td>
<td>2/16/2010</td>
<td>Sam Thiru, Chair, Dept of Mathematical Sciences</td>
</tr>
</tbody>
</table>
I. Initiation Date: February 8, 2010

II. Course Information

A. College: College of Arts and Sciences
B. Course Title: Research Writing
C. Course Number: ENGL A414
D. Credit Hours: 3 credits
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: A guided deep revision of a research paper from a student’s home discipline, adapted to a specific scholarly or professional audience. Concentration on audience, method, argument, evidence, and style.
H. Status of Course: The course fulfills the following requirements for the BA in English: language and composition requirement for the education option, advanced composition requirement for the rhetoric and language option, and elective requirement for the literature option. It also fulfills the advanced composition requirement for the Minor in English, professional writing emphasis, and fulfills an elective requirement for the Minor in English, literature emphasis.

I. Lab Fees: None
J. Coordination: UAA Faculty Listserv
K. Prerequisites: [ENGL A211, or A212, or A213, or A214] with a minimum grade of C
L. Registration Restrictions: N/A

III. Course Level Justification

As a course that invites the deep revision of a previously written research paper, this course is best suited to students in their junior or senior years who have completed some disciplinary course work and who have gained some experience with disciplinary research methods. It is also appropriate for graduate students working on a thesis or literature review.
IV. Instructional Goals and Defined Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Goals</strong>&lt;br&gt;<em>The instructor will:</em></td>
<td><strong>Student Outcomes</strong>&lt;br&gt;<em>Students will be able to:</em></td>
<td><strong>Assessment Methods</strong></td>
</tr>
<tr>
<td>Provide an overview of research considerations and guide students to address these issues in discussion and in writing.</td>
<td>Compose a focused response to specific research issues (e.g. definition of research, research questions, methodology, roles and ethical responsibilities, research biases) and revise that document with reflection at end of term.</td>
<td>Reading discussion exercises&lt;br&gt;Written document&lt;br&gt;Revised document with reflection</td>
</tr>
<tr>
<td>Introduce concepts necessary to analyze discourse communities and scholarly publication forums.</td>
<td>Select a forum, lead a guided tour of that forum, and compose a written analysis of the forum and discourse community for which they will be revising their paper.</td>
<td>Reading discussion exercises&lt;br&gt;Written document</td>
</tr>
<tr>
<td>Guide students in an extended tour of library resources and search strategies, emphasizing subject-specific research guides, and including bibliographic management systems.</td>
<td>Complete an extended library tour of electronic library resources and export a variety of peer-reviewed resources for their paper to their bibliographic management program.</td>
<td>Reflective document&lt;br&gt;Shared bibliography</td>
</tr>
<tr>
<td>Provide an overview of select issues relevant to scholarly writing—e.g. plagiarism, documentation, errors, style.</td>
<td>Analyze the connection between these issues, their writing, disciplinary values.</td>
<td>Blog postings</td>
</tr>
<tr>
<td>Demonstrate argumentation strategies.</td>
<td>Make claims and support them with reasons and evidence, and connect their reasons to their claims with explicit or implied warrants.</td>
<td>Blog postings&lt;br&gt;Revised Paper</td>
</tr>
<tr>
<td>Guide students through a process of deep revision, including a research proposal and conference presentation, and respond to multiple drafts of paper and presentation.</td>
<td>Revise a research paper and deliver a conference-style presentation.</td>
<td>Revision Plan&lt;br&gt;Research Proposal&lt;br&gt;Presentation Delivery&lt;br&gt;Revised Paper&lt;br&gt;Portfolio</td>
</tr>
</tbody>
</table>

V. Topical Course Outline

A. Research Considerations
   1. Defining Research
   2. Research Questions, Motives
   3. Methodologies
4. Research Roles and Ethical Responsibilities
5. Background and Biases of the Researcher

B. Forum Analysis
   1. Discourse Communities
   2. Discourse Conventions (genre, citations, editorial policies, methods)
   3. Paradigms and Doxa
   4. Pre-socialized, Socialized, Post-socialized Writers
   5. Forum History, Mission, Impact
   6. Professional Associations and Publications

C. Library Research Skills and Critical Information Literacy
   1. The Information Cycle
   2. Primary, Secondary, and Tertiary Literature
   3. Literature Reviews
   4. Devising a Search Strategy
   5. Key Terms and LCSH Terms
   6. Subject-specific Research Guides
   7. Databases
   8. Web-based Searching
   9. Evaluating Evidence
   10. Bibliographic Management Systems

D. Draft Analysis and Revision Planning
   1. Assignment Analysis
   2. Evaluation Analysis
   3. Rhetorical Purpose
   4. Forum Selection
   5. Planning: Outlining and Storyboarding
   6. Global, Local, and Surface Revisions
   7. Introductions and Conclusions
   8. Revising for Organization and Argument
   9. Communicating Evidence Visually
   10. Revising for Style

E. Proposal Writing and Conference Presentation
   1. Calls for Proposals
   2. Research Proposals and Prospectuses
   3. Delivery and Memory

F. Argumentation
   1. Engaging Sources
   2. Making Claims
   3. Reasons and Evidence
   4. Refutation and Response
   5. Warrants
VI. Suggested Texts


VII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

---

**1a. School or College**
AS CAS

**1b. Division**
AHUM Division of Humanities

**1c. Department**
English

**2. Course Prefix**
ENGL

**3. Course Number**
A445

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

**5a. Credits/CEUs**
3

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

**6. Complete Course Title**
Alaska Native Literatures

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

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

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

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

**9. Repeat Status choose one**
- # of Repeats: 0
- Max Credits

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

**11. Implementation Date**
- semester/year
  - From: Fall/2010
  - To: 9999/9999

**12. Cross Listed with**

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA in English</td>
<td>100-101</td>
<td>2/12/2010</td>
<td>Judith Moore, Chair, Dept. of English</td>
</tr>
<tr>
<td>2. Minor in English</td>
<td>101-102</td>
<td>2/12/2010</td>
<td>Judith Moore, Chair, Dept. of English</td>
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<td>3. Minor in Alaska Native Studies</td>
<td>87</td>
<td>2/16/2010</td>
<td>Nancy Furlow, Interim Director, Alaska Native Studies</td>
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</table>

Initiator Name (typed): Jeane Breinig

Initiator Signed Initials: ____________

Date: ____________

**14. General Education Requirement**

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

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

Study of traditional, historical stories and contemporary texts written in English by Alaska Natives.

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

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

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

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

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

**17. Mark if course has fees**

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

**19. Justification for Action**
Updating CCG to reflect current standards; deleting "Offered Fall Semesters" from Special Note for scheduling flexibility.

Initiator (faculty only)

Initiator (TYPE NAME)

---

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic Board Chairperson
Date

Approved
Disapproved
Provost or Designee
Date

---

**Initiator (faculty only)**

Jeane Breinig

Initiator (TYPE NAME)

---

Approved
Disapproved
Department Chairperson
Date

Approved
Disapproved
Board Chairperson
Date

Approved
Disapproved
Provost or Designee
Date

---

318
Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English

I. Initiation Date: February 8, 2010

II. Course Information

A. College: College of Arts and Sciences
B. Course Title: Alaska Native Literatures
C. Course Number: ENGL A445
D. Credit Hours: 3 credits
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: Study of traditional, historical stories and contemporary texts written in English by Alaska Natives.
H. Status of Course: The course fulfills the Specialized Studies requirement for the BA in English, literature option. It also fulfills an elective for the BA in English, rhetoric and language option and education option. It is also an elective for the Minor in English, literature emphasis, and the Minor in Alaska Native Studies.
I. Lab Fees: None
J. Coordination: UAA Faculty Listserv
K. Prerequisites: [ENGL A211 or A212 or A213 or A214] with a minimum grade of C
L. Registration Restrictions: N/A

III. Course Level Justification

This course offers an in-depth examination of a specialized subject matter and is more appropriately placed at the 400 level, after students have been introduced to the subject matter in such courses as English 202, 306, 307 or 343. The course addresses complex literary texts and engages interdisciplinary readings and theory. Because this course requires substantial writing, completion of a sophomore level writing course is important for student success.
IV. Instructional Goals and Defined Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an overview of historical background and sociopolitical context of Alaska Native cultures, languages, and their oral/written literatures.</td>
<td>Identify and explain differences between oral and written texts, determine how texts are related to their historical/political background and the human problems they address.</td>
<td>Quizzes, class discussions</td>
</tr>
<tr>
<td>Discuss various categories of American Indian/Alaska Native oral literatures, introduce interpretive approaches to indigenous oral texts, and explain the related ethical issues. Demonstrate interpretive strategies.</td>
<td>Identify genres and interpretative approaches to oral texts, identify and analyze the ethical issues and apply appropriate interpretive strategies to selected texts.</td>
<td>Class discussions, papers, presentations, and/or exams</td>
</tr>
<tr>
<td>Introduce significant genres and interpretive strategies for texts written in English by Alaska Native writers, and demonstrate interpretive strategies.</td>
<td>Articulate the differences among genres and evaluate and synthesize interpretive strategies. Apply strategies to specific texts.</td>
<td>Class discussion, papers, presentations and/or exams</td>
</tr>
</tbody>
</table>

V. Topical Course Outline

A. Overview of Alaska Native Cultures and Literatures
   1. Indigenous groups in Alaska: Aleut (Unangan); Alutiiq (Sugpiaq), Athabascan, Eyak, Haida, Inupiat, Tlingit, Central Yup’ik, St. Lawrence Island Yupik
   2. Historical background and sociopolitical context of Alaska Native languages and literatures

B. The Oral Tradition
   1. Definition of “oral tradition” in American Indian/Alaska Native literatures
   2. Cross-cultural comparisons of oral and written literary traditions
   3. Transcription and translation issues: language loss, ethical issues

C. Approaches to American Indian/Alaska Native Oral Literatures
   1. Categorization of indigenous oral literatures: Ritual drama (chants, ceremonies, rituals), songs, narratives, oratory, speech, sacred, non-sacred
   2. Introduction of meta-language of selected Alaska Native oral literatures, and conventions of form from different linguistic groups: E.g., Yup’ik
distinguishes between *qulirat* (origin/creation stories) and *qanemcit* (anecdotes and historical accounts)

3. Introduction to linguistic, folkloric, and literary interpretive strategies: ethnopoetics, discourse, performance, rhetorical analysis, and related ethical issues

D. Analysis of Selected Oral Texts from different Alaska Native cultural groups
   1. Evaluation and analysis of interpretive strategies
   2. Application of selected interpretive strategies

E. Approaches to American Indian/Alaska Native written literatures
   1. Categorization of written literatures: as told to, autobiography, contemporary creative: memorate, memoir, poetry, plays, fiction/non-fiction
   2. Introduction to interpretive strategies: cultural/historical, reader/response, feminist, indigenous feminist, postcolonial

F. Analysis of Contemporary Alaska Native Literatures Written in English
   1. Evaluation and synthesis of interpretive strategies
   2. Application of selected interpretive strategies

VI. Suggested Texts

Note: Texts may vary from semester to semester.

Primary Texts:


Secondary Texts:


**VII. Bibliography**

Note: This is a selective list of references for teaching.

**Primary Texts:**


Secondary Texts:


1a. School or College
   AS CAS

1b. Division
   AHUM Division of Humanities

1c. Department
   International Studies

2. Course Prefix
   INTL

3. Course Number
   A355

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Russian Far East

7. Type of Course
   ☒ Academic

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

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

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

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

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

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

13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. International Studies BA</td>
<td>106-108</td>
<td>February 5, 2010</td>
<td>Susan Kalina</td>
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<tr>
<td>3.</td>
<td></td>
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</tr>
</tbody>
</table>

Initiator Name (typed): Susan Kalina
Initiator Signed Initials: __________
Date: __________________

13b. Coordination Email
    Date: February 14, 2010
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: February 14, 2010

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

15. Course Description (suggested length 20 to 50 words)
   An interdisciplinary examination and analysis of the Russian Far East, including
goography, peoples, history, cultures, politics, and economics as they relate to questions
of identities, cultural myths, and power dynamics. This course is team-taught by faculty
members from a number of disciplines.

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

16b. Test Score(s)
    N/A

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

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

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

17. ☐ Mark if course has fees
    N/A

18. ☐ Mark if course is a selected topic course

19. Justification for Action
   This course was designed as a team-taught course and is no longer offered. It played an important role in the development of International Studies, but has been superceded by HIST A330 Russia in East Asia, which is offered on a regular basis and which students can take for the Russia track of the INTL BA or for the International North Pacific Studies Minor.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
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<tbody>
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<td>Susan Kalina</td>
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<td>Initiator (TYPE NAME)</td>
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<tr>
<td>Department Chairperson</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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<tr>
<td>Dean/Director of School/College</td>
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<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<tr>
<td>Provost or Designee</td>
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</tbody>
</table>
To: UAB
Fr: Susan Kalina, Chair, International Studies
Date: March 24, 2010
Re: International Studies Catalog Copy

Please find attached proposed changes to the International Studies catalog copy. These changes reflect three years of work with faculty, departments, the International Studies Curriculum Committee, and, most recently, the John Allred, the UAA Registrar. The changes fall into two main categories: catalog clean up and program improvement.

Catalog Cleanup:

- Removing courses not offered on a regular basis and/or not offered with relevant topics;
- Moving courses to appropriate categories (INTL A315);
- Deleting INTL A355 Russian Far East, which is no longer offered;
- Removing courses being deleted from the catalog by the disciplines (GEOG/PS A327, GEOG A323, ENGL A342);
- Clarifying the language for topics courses to be consistently “with approved topic;”
- Adding PHIL A400, an existing degree capstone, and GEOG A390A, a proposed degree capstone, to the degree capstone list for Programmatic Honors.

Program Improvement:

- Raising the GPA for Programmatic Honors in International Studies to 3.8;
- Adding GEOG A390A as a degree capstone option. GEOG A390A is designed to meet the International Studies program outcomes. It adds an appropriate and rigorous choice for International Studies majors.
- Adding course options approved by the disciplines and the International Studies Curriculum Committee. Three of these courses (EDFN A304, THR A492, and GEOG A390A) projected future inclusion in the International Studies degree in the original curriculum documents and memos that went through the boards. The faculty initiator of a fourth course HIST A346, which is currently under development, consulted with International Studies in the development of the course.

Cc: International Studies Curriculum Committee
<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>International Studies</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix  
BA-International Studies

3. Type of Program  
- OEC
- Undergrad Certificate
- AA/AAS
- **Baccalaureate**
- Minor
- Post Baccalaureate Certificate
- Graduate
- Graduate Certificate
- Doctoral
- Specialty

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

5. Implementation Date (semester/year)  
From: Fall/2010  
To: 9999/9999

6a. Coordination with Affected Units  
Department, School, or College: CAS

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

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: February 14, 2010

6c. Coordination with Library Liaison  
Date: February 14, 2010

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

8. Justification for Action  
Both catalog cleanup and program improvement. International Studies is removing from the degree courses not offered on a regular basis as well as courses being deleted from the catalog by other departments. International Studies is adding courses approved by the International Studies Curriculum Committee in consultation with the disciplines.

Initiator (faculty only)  
Susan Kalina
Initiator (TYPE NAME)

Approved  
Disapproved

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Board Chairperson  
Date

Provost or Designee  
Date
INTERNATIONAL STUDIES
Administration/Humanities Building (ADM), Room 262, 786-1509
www.uaa.alaska.edu/intl

The International Studies program at UAA prepares students to be global citizens in an interdependent world. International and intercultural understanding and competency are essential in all aspects of life and work, and this program seeks to prepare students to be contributing members of the international community.

The interdisciplinary Bachelor of Arts in International Studies provides students with the analytical skills and cross-cultural sensitivities required of informed, global citizens. Core courses introduce students to different modes of enquiry and understanding and provide the foundation for a comparative approach to issues across regions, societies, and cultures. Coursework in a specific track focuses the student on a particular language and region. The program capstone requires students to apply acquired analytical skills and modes of enquiry across regions, societies, and cultures in a comparative examination of various topics.

To further develop their global competence, students majoring in International Studies will have the option to participate in study abroad or an approved internship. Students must petition to fulfill major requirements with study abroad or internship credits.

Students who complete a bachelor’s of International Studies will gain an understanding of the challenges and complexities of cross-cultural interactions in an increasingly interconnected world. Students will experience different ways of viewing and questioning the world as expressed in primary sources, as well as the complexities of a specific area (Russian, Northeast Asia, Europe, Canada) informed by multiple perspectives.

HONORS IN INTERNATIONAL STUDIES
Students majoring in International Studies are eligible to graduate with honors if they satisfy the following requirements:

A. Meet the requirements for Graduation with Honors as listed in Chapter 7 of the UAA catalog.
B. Meet the requirements for a Bachelor of Arts in International Studies.
C. Maintain a grade point average of 3.80 or above in courses applicable to the degree requirements.
D. Complete the program capstone course (GEOG A390A, HIST A390A, or PHIL A400) with an honor grade (A).

BACHELOR OF ARTS, INTERNATIONAL STUDIES
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 Bachelor of Arts Requirements listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS
Note: Courses which may be used to meet GER and/or CAS BA requirements are designated by an asterisk (*) after their numbers. Courses in the GER lists for Tier 2 social sciences and humanities requirements may be used to fulfill both International Studies requirements and GER Tier 2 requirements in social sciences and humanities.

1. Complete 18 credits of required core courses

**Introductory Survey**

(May be used to fulfill both an International Studies degree requirement and the Tier 2 GER social sciences requirement.)

GEOG/INTL A101* Local Places/Global Regions: An Introduction to Geography (3)

**Social Sciences Selection**

(Courses below that are also listed in the list for Tier 2 GER social sciences may be used to fulfill both an International Studies degree requirement and the Tier 2 GER social sciences requirement.)

ANTH A250* Rise of Civilization (3)
EDFN A304* Comparative Education (3)
JUST A365 Comparative Justice System (3)
PS A102* Introduction to Political Science (3)
PS A301 Comparative Political Economy
PS A321 International Relations (3)

**Humanities and Fine Arts Selection**

(Arts below that are also listed in the list for Tier 2 GER social sciences may be used to fulfill both an International Studies degree requirement and the Tier 2 GER social sciences requirement.)

ART A262* History of Western Art II (3)
ENGL A202* Masterpieces of World Literature II (3)
ENGL A343 Modern and Contemporary Literature (3)
PHIL A212 History of Philosophy II (3)
PHIL A313* Eastern Philosophy and Religion (3)
PHIL A314* Western Religions (3)
THR A312* Representative Plays II (3)

**Capstone Course Selection**

GEOG A390A* Topics in Global Geography (3)
or
HIST A390A* Themes in World History (3)
or
PHIL A400* Ethics, Community, and Society (3)

2. Complete four semesters of college-level language appropriate to track (101-102, 201-202, or higher) 16

3. Complete 12 credits as specified in one of the tracks below

**Russia Track (Language: Russian)**

HIST A330 Russia in East Asia (3)

**Russia Elective Course Selection**

ANTH A434 Peoples and Cultures of Northeast Asia (3)
ART A492 Art History Seminar (with topic 20th Century Russian Art: Symbolist Developments-Perestroika and Beyond) (3)
GEOG A344 The Slavic World (3)
GEOG A447 The Silk Road (3)
HIST A423 Medieval Russian History (3)
HIST A424 Imperial Russian History (3)
HIST A425 History of the Soviet Union (3)
HIST/ RUSS A427* Post-Soviet Culture and Society (3)
HIST A477  Senior Seminar in History (3)  
(with approved topic)  
HIST A486  Studies in Modern Europe  
(with approved topic) (3)  
PS A492  Senior Seminar in Politics  
(with approved topic) (3)  
RUSS A390  Selected Topics in Advanced Russian (3)  
RUSS A490A  Selected Topics in Russian Culture (3)  
RUSS A490B  Selected Topics in Russian Culture in Translation (3)  
THR A490  Selected Topics in Performance (with topic Modern Russian Drama: Gogol to the Present) (3)  
THR A492  Senior Seminar (with approved topic) (3)  
Any course with the appropriate focus and approved by academic petition for the category. For example, a topics course that focuses on Russia. (3)  

Northeast Asia Track (Language: Chinese or Japanese)  
INTL/HIST/PS A325  Northeast Asia in the 21st Century 3  
Northeast Asia Elective Course Selection 9  
ANTH A434  Peoples and Cultures of Northeast Asia (3)  
ART A366  Asian Art (3)  
HIST A320  Rise, Fall, and Reinvention of the Samurai (3)  
HIST A321  Modern China (3)  
HIST A322  Modern Japan (3)  
HIST A323  Communist China (3)  
HIST A330  Russia in East Asia (3)  
HIST A477  Senior Seminar (with approved topic) (3)  
JPN A310  Selected Topics in Advanced Japanese (with approved topic) (3)  
PHIL A313  Eastern Philosophy and Religion (3)  
PS A492  Senior Seminar in Politics (with approved topic) (3)  
THR A492  Senior Seminar (with approved topic) (3)  
Any course with the appropriate focus and approved by academic petition for the category. For example, a topics course that focuses on China or Japan. (3)  

Europe Track (Language: French, German, Spanish)  
HIST A316  Twentieth Century Europe (3) 3  
European Elective Course Selection 9  
ART A362  History of Modern Art (3)  
ART A363  History of Contemporary Art (3)  
ECON A360  Modern Economic History (3)  
ENGL A343  Modern and Contemporary Literature (3) (if not taken as a core course)  
ENGL A440  Topics in Comparative Literature (with approved topic) (3)  
FREN A310  Selected Topics in Advanced French (with approved topic) (3)  
FREN A432  Studies of Literature and Culture (with approved topic) (3)  
GEOG A344  The Slavic World (3)  
GER A310  Selected Topics in Advanced German (with approved topic) (3)  
GER A490  Selected Topics in German Literature (with approved topic) (3)  
HIST A314  Nineteenth Century Europe (3)  
HIST A411  History of Modern
4. A total of 120 credits is required for the degree, of which 42 credits must be upper division, and 46 credits earned to meet the requirements of the major as specified above.

**MINOR, INTERNATIONAL NORTH PACIFIC STUDIES**

Students majoring in another subject and wishing to minor in International North Pacific Studies must complete the following requirements:

1. Complete the following courses: 9
   - INTL A315* Canada: Nation and Identity (3)
   - INTL/HIST/PS A325 Northeast Asia in the 21st Century (3)
   - HIST A330 Russia in East Asia (3)
2. Complete 8 credits of a language appropriate to the Canada, Northeast Asia, or Russia track of the Bachelor of Arts in International Studies. 8
3. Complete one elective course from either the Canada, Northeast Asia, or Russia tracks of the Bachelor of Arts in International Studies. 3
4. A total of 20 credits is required for the minor.
MINOR, CANADIAN STUDIES

Students majoring in another subject and wishing to minor in Canadian Studies must complete the following requirements:

1. Complete the following course:  
   INTL A315* Canada: Nation and Identity (3)  
2. Complete 8 credits of a language appropriate to the Canada track of the Bachelor of Arts in International Studies.  
3. Complete three elective courses from the Canada track of the Bachelor of Arts in International Studies.  
4. A total of 20 credits is required for the minor.

FACULTY

Susan Kalina, Chair/Professor, AFSMK@uaa.alaska.edu
Allan Barnes, Professor, AFARB@uaa.alaska.edu
Tom Buller, Associate Professor, AFTGB@uaa.alaska.edu
Mark Carper, Assistant Professor, AFMDC@uaa.alaska.edu
Jacqueline Cason, Assistant Professor, AFJECl@uaa.alaska.edu
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David Yesner, Professor, AFDRY@uaa.alaska.edu
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**HONORS IN INTERNATIONAL STUDIES**

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B. Meet the requirements for a Bachelor of Arts in International Studies.
C. Maintain a grade point average of 3.50 or above in courses applicable to the degree requirements.
D. Complete the program capstone course (GEOG A390A, HIST A390A, or PHIL A400) with an honor grade (A).

**BACHELOR OF ARTS, INTERNATIONAL STUDIES**

**ADMISSION REQUIREMENTS**

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

**GRADUATION REQUIREMENTS**

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1. Complete 18 credits of required core courses

**Introductory Survey** 3
(May be used to fulfill both an International Studies degree requirement and the Tier 2 GER social sciences requirement.)
- GEOG/INTL A101* Local Places/Global Regions: An Introduction to Geography (3)

**Social Sciences Selection** 6
(Courses below that are also listed in the list for Tier 2 GER social sciences may be used to fulfill both an International Studies degree requirement and the Tier 2 GER social sciences requirement.)
- ANTH A250* Rise of Civilization (3)
- EDFN A304* Comparative Education (3)
- GEOG/PS A107* Political Geography (3)
- GEOG A323 Economic Geography and the Global Economy (3)
- INTL A315* Canada: Nation and Identity (3)
- JUST A365 Comparative Justice System (3)
- PS A102* Introduction to Political Science (3)
- PS A301 Comparative Political Economy
- PS A321 International Relations (3)

**Humanities and Fine Arts Selection** 6
- ART A262* History of Western World Art II (3)
- ENGL A202* Masterpieces of World Literature II (3)
- ENGL A343 Modern and Contemporary Literature (3)
- PHIL A212 History of Philosophy II (3)
- PHIL A313* Eastern Philosophy and Religion (3)
- PHIL A314* Western Religions (3)
- THR A312* Representative Plays II (3)

**Capstone Course Selection** 3
- GEOG A390A* Topics in Global Geography (3)
- or HIST A390A* Themes in World History (3)
- or PHIL A400* Ethics, Community, and Society (3)

2. Complete four semesters of college-level language appropriate to track (101-102, 201-202, or higher) 16

3. Complete 12 credits as specified in one of the tracks below

**Russia Track (Language: Russian)**
- HIST A330 Russia in East Asia (3)
- INTL A355 Russian Far East (3)

**Russia Elective Course Selection** 9
(Other course above may count and above the 3 credits required.)
- ANTH A434 Peoples and Cultures of Northeast Asia (3)
- ART A492 Art History Seminar (with topic 20th Century Russian Art: Symbolist Developments-Perestroika and Beyond) (3)

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<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ECON/PS A418</td>
<td>Politics and Economics of the RFE (3)</td>
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<tr>
<td>GEOG A344</td>
<td>The Slavic World (3)</td>
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<tr>
<td>GEOG A447</td>
<td>The Silk Road (3)</td>
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</tr>
<tr>
<td>HIST/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST A232*</td>
<td>Russian Women (3)</td>
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<td>HIST A423</td>
<td>Medieval Russian History (3)</td>
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<td>HIST A424</td>
<td>Imperial Russian History (3)</td>
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<tr>
<td>HIST A425</td>
<td>History of the Soviet Union (3)</td>
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<tr>
<td>HIST A427*</td>
<td>Post-Soviet Culture and Society (3)</td>
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<tr>
<td>HIST A477</td>
<td>Senior Seminar in History (3)</td>
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<tr>
<td>HIST A486</td>
<td>Studies in Modern Europe (with approved topic)</td>
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</tr>
<tr>
<td>PS A312</td>
<td>Comparative Politics: Case Studies (with topic)</td>
<td></td>
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<tr>
<td>PS A490</td>
<td>Studies in Politics (with approved topic)</td>
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</tr>
<tr>
<td>PS A492</td>
<td>Senior Seminar in Politics (with approved topic)</td>
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<tr>
<td>RUSS A390</td>
<td>Selected Topics in Advanced Russian (3)</td>
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<td>RUSS A490A</td>
<td>Selected Topics in Russian Culture (3)</td>
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<td>Selected Topics in Russian Culture in Translation (3)</td>
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<td>THR A490</td>
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<td>THR A492</td>
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Any course with the appropriate focus and approved by academic petition for the category. For example, a topics course that focuses on Russia. (3)

Northeast Asia Track (Language: Chinese or Japanese)

<table>
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<tr>
<td>PS A325</td>
<td>Northeast Asia in the 21st Century (3)</td>
<td></td>
</tr>
<tr>
<td>ANTH A434</td>
<td>Peoples and Cultures of Northeast Asia (3)</td>
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<td>HIST A322</td>
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<tr>
<td>HIST A323</td>
<td>Communist China (3)</td>
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<tr>
<td>HIST A330</td>
<td>Russia in East Asia (3)</td>
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</tr>
<tr>
<td>HIST A477</td>
<td>Senior Seminar (with approved topic)</td>
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<tr>
<td>JPN A310</td>
<td>Selected Topics in Advanced Japanese (with topic)</td>
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<tr>
<td>PHIL A313</td>
<td>Eastern Philosophy and Religion (3)</td>
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<tr>
<td>PS A313</td>
<td>Comparative Politics: Case Studies (with topic)</td>
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<tr>
<td>PS A490</td>
<td>Studies in Politics (with approved topic)</td>
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<td>PS A492</td>
<td>Senior Seminar in Politics (with approved topic)</td>
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<td>THR A492</td>
<td>Senior Seminar (with approved topic)</td>
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</table>

Any course with the appropriate focus and approved by academic petition for the category. For example, a topics course that focuses on China or Japan. (3)

Europe Track (Language: French, German, Spanish)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST A316</td>
<td>Twentieth Century Europe (3)</td>
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</tr>
<tr>
<td>ART A362</td>
<td>History of Modern Art (3)</td>
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<td>Arctic Archeology (3)</td>
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<td>Northwest Coast Cultures (3)</td>
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<td>ANTH A437</td>
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<td>Athapaskan Adaptations (3)</td>
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<td>National Literatures in English (3)</td>
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<td>ENGL A371</td>
<td>Prose Nonfiction (with approved topic &amp; appropriate content) (3)</td>
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<td>GEOG/</td>
<td>Across this Land: The Historical Geography of North America (3)</td>
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<tr>
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<td>History of Native Peoples of United States and Canada</td>
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<td>GEOG A443</td>
<td>Northwest Passage: The Changing Canadian North (3)</td>
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<td>Senior Seminar (with approved topic) (3)</td>
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Any course with the appropriate focus and approved by academic petition for the category. For example, a topics course that focuses on Europe. (3)

Canada Track (Language: French)

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<td>THR A492</td>
<td>Senior Seminar (with approved topic) (3)</td>
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</table>

Any course with the appropriate focus and approved by academic petition for the category. For example, a topics course that focuses on Canada. (3)

4. A total of 120 credits is required for the degree, of which 42 credits must be upper division, and 46 credits earned to meet the requirements of the major as specified above.
MINOR, INTERNATIONAL NORTH PACIFIC STUDIES

Students majoring in another subject and wishing to minor in International North Pacific Studies must complete the following requirements:

1. Complete the following courses: 9
   - INTL A315* Canada: Nation and Identity (3)
   - INTL/HIST/PS A325 Northeast Asia in the 21st Century (3)
   - HIST A330 Russia in East Asia (3)

2. Complete 8 credits of a language appropriate to the Canada, Northeast Asia, or Russia track of the Bachelor of Arts in International Studies. 8

3. Complete one elective course from either the Canada, Northeast Asia, or Russia tracks of the Bachelor of Arts in International Studies. 3

4. A total of 20 credits is required for the minor.

MINOR, CANADIAN STUDIES

Students majoring in another subject and wishing to minor in Canadian Studies must complete the following requirements:

1. Complete the following course: 3
   - INTL A315* Canada: Nation and Identity (3)

2. Complete 8 credits of a language appropriate to the Canada track of the Bachelor of Arts in International Studies. 8

3. Complete three elective courses from the Canada track of the Bachelor of Arts in International Studies. 9

4. A total of 20 credits is required for the minor.

FACULTY

Susan Kalina, Chair/Professor, AFSMK@uaa.alaska.edu
Allan Barnes, Professor, AFARB@uaa.alaska.edu
Tom Buller, Associate Professor, AFGB@uaa.alaska.edu
Mark Carper, Assistant Professor, AFMDG@uaa.alaska.edu
Jacqueline Cason, Assistant Professor, AFJEC@uaa.alaska.edu
Robert Crossman, Professor, AFRC@uaa.alaska.edu
Elizabeth Denison, Professor, AFJED@uaa.alaska.edu
Dalee Dorough, Assistant Professor, AFPSD@uaa.alaska.edu
Paul Dunscomb, Associate Professor, AFPE@shu.alaska.edu
David Edgecombe, Professor, AFSDL@uaa.alaska.edu
Patricia Fagan, Assistant Professor, AFPC@shu.alaska.edu
Phyllis Fast, Associate Professor, AFMLE@uaa.alaska.edu
Diane Hanlon, Assistant Professor, AFJEM@shu.alaska.edu
Kristin Hanson, Adjunct Instructor, AFKH@shu.alaska.edu
Hiroko Harada, Professor, AFHH@uaa.alaska.edu
Lee Huskey, Professor, AFHH@uaa.alaska.edu
Elizabeth James, Assistant Professor, AFJE@uaa.alaska.edu
Timothy Jester, Associate Professor, AFTEG@uaa.alaska.edu
Gunnar Knapp, Professor, AFGPK@shu.alaska.edu
Sean Licka, Professor, AFCE@shu.alaska.edu
Patricia Linton, Professor, AFPL@uaa.alaska.edu
Natasa Masanovic, Associate Professor, AFNM@shu.alaska.edu
Francisco Miranda, Associate Professor, AFMM@shu.alaska.edu
James Muller, Professor, AFJW@shu.alaska.edu
**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
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<th>1b. Division</th>
<th>1c. Department</th>
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<td>ADHS Div of Human Svs Health Sci</td>
<td>HS</td>
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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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6. **Complete Course Title**

Introduction to Epidemiology

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

7. **Type of Course**

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

8. **Type of Action:**

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

If a change, mark appropriate boxes:

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

9. **Repeat Status No**

- [ ] # of Repeats
- [x] Max Credits

10. **Grading Basis**

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

11. **Implementation Date**

   From: Fall/2010
   To: /9999

12. **Cross Listed with**

- [ ] N/A

13. **Cross Listed with**

- [ ] N/A

14. **Course Description**

   (suggested length 20 to 50 words)

   Provides an introduction to epidemiologic concepts and how epidemiologists use the scientific method to better understand the health status of human populations. Addresses disease surveillance, control of infectious and chronic diseases, selection of appropriate study designs for investigation of health determinants, and critical evaluation of epidemiologic studies and health policies.

15. **Course Prerequisite(s)**

   (list prefix and number)

   HS A220

16. **Test Score(s)**

   N/A

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

   N/A

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

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

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

   N/A

17. **Mark if course has fees**

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

19. **Justification for Action**

   This course is part of an expansion of the undergraduate health sciences offerings. Epidemiology provides the foundation for evidence-based medicine and public health and thus is an important area of study of undergraduate health sciences students.

---

**Initiator Name (typed):** Janet M. Johnston

**Initiator Signed Initials:**

**Date:**

---

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

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

<table>
<thead>
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<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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**13b. Coordination Email Date:** March 5, 2010

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

**13c. Coordination with Library Liaison Date:** March 5, 2010

---

**14. General Education Requirement**

Mark appropriate box:

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

---

**15. Course Description**

Provides an introduction to epidemiologic concepts and how epidemiologists use the scientific method to better understand the health status of human populations. Addresses disease surveillance, control of infectious and chronic diseases, selection of appropriate study designs for investigation of health determinants, and critical evaluation of epidemiologic studies and health policies.

---

**16a. Course Prerequisite(s)**

HS A220

---

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

N/A

**16c. Co-requisite(s)**

N/A

---

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

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

---

**16e. Registration Restriction(s)**

N/A

---

**17. Mark if course has fees**

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

---

**19. Justification for Action**

This course is part of an expansion of the undergraduate health sciences offerings. Epidemiology provides the foundation for evidence-based medicine and public health and thus is an important area of study of undergraduate health sciences students.

---

**Initiator (faculty only):** Janet M. Johnston, PhD, MPH, MS

**Initiator (TYPE NAME):**

**Date:**

---

**Approved**

Dean/Director of School/College

**Disapproved**

---

**Approved**

Undergraduate/Geraduate Academic Board Chairperson

**Disapproved**

---

**Approved**

Provost or Designee

**Disapproved**
I. Date of Initiation

   March 2010

II. Curriculum Action Request

   A. School                  College of Health and Social Welfare
   B. Course Subject         Health Sciences
   C. Course Number          HS A326
   D. Number of Credits      3.0
   E. Contact Hours          3 + 0
   F. Course title:          Introduction to Epidemiology
   G. Grading Basis:         A-F
   H. Implementation Date:   Fall 2010
   I. Cross-listed/Stacked   N/A
   J. Course Description     Provides an introduction to epidemiologic concepts and how
                              epidemiologists use the scientific method to better understand
                              the health status of human populations. Addresses disease
                              surveillance, selection of appropriate study designs for
                              investigation of health determinants, outbreak investigation,
                              and critical evaluation of epidemiologic studies and health
                              policies.

   K. Prerequisites          HS A220
   L. Co-requisites          N/A
   M. Other restrictions     N/A
   N. Registration restrictions N/A
   O. Course Fees            N/A

III. Instructional Goals and Student Outcomes

   A. The instructor will:
      1. Describe how epidemiology is used to support public health and other health sciences.
      2. Introduce historical developments that illustrate the value of epidemiology in preventing
disease.
      3. Describe measures of disease frequency and risk and provide assignments that provide
opportunities to practice calculating such measures.
      4. Discuss and provide resources through which students learn how to use epidemiological
methods to study health problems and investigate relationships between health status and
physical, psycho-social, and environmental factors.
      5. Discuss and provide examples of outbreak investigations.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>1. Explain how epidemiology is used to identify and assess public health issues, guide public policy and support evidence-based health recommendations</td>
</tr>
<tr>
<td>2. Identify the relevant information needed to describe the distribution of health determinants and health conditions in human populations</td>
</tr>
<tr>
<td>3. Calculate basic epidemiologic measures of disease frequency and risk</td>
</tr>
<tr>
<td>4. Explain how various epidemiology study designs can be applied to study health problems</td>
</tr>
<tr>
<td>5. Describe the outbreak investigation process</td>
</tr>
<tr>
<td>6. Evaluate published epidemiologic studies</td>
</tr>
</tbody>
</table>

IV. **Course Level Justification:**
This course builds on the health sciences concepts and vocabulary presented in the prerequisite course IHS A220 Core Concepts in Health Sciences. The course demands the mastery of epidemiologic methods. A well-developed critique of a peer-reviewed published epidemiologic study is required.

V. **Topical Course Outline**
1. What is epidemiology?
   a. Definition of epidemiology
   b. Population health and epidemiology
   c. Natural history of disease
   d. Multiple levels of disease causation
   e. Levels of prevention
2. The history and practice of epidemiology
   a. Important figures in the history of epidemiology
   b. Important modern epidemiology studies
   c. Current epidemiologic practice
   d. Epidemiology sub-specialties
3. Measures of disease occurrence and disease frequency
   a. Definition of a population
   b. Ratios, proportions, and rates
   c. Incidence and prevalence
   d. Age-adjusted rates
4. Study designs
   a. Observational studies – cohort, case-control, cross-sectional, ecological
   b. Experimental studies
5. Epidemiologic analysis
a. Measures of effect
b. Bias, confounding, and effect modification
c. Causation
6. Outbreak investigation
a. Identifying outbreaks
b. Reasons for investigating outbreaks
c. Defining and identifying cases
d. Collecting and analyzing data
e. Hypothesis generation and evaluation
f. Implementation of control and prevention measure
g. Communicate findings
7. Critical review of epidemiologic studies
a. Making sense of health information
b. Critiquing epidemiologic studies

VI. Suggested Texts

VII. Bibliography


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

<table>
<thead>
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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<th>3. Course Number</th>
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6. Complete Course Title
Current Topics in Business

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

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

If a change, mark appropriate boxes:
☐ Prefix ☐ Credits ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Grade Basis ☐ Course Description ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify)

9. Repeat Status Yes ☐ # of Repeats 1-5 ☐ Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2010 To: 9999

12. ☐ Cross Listed with BA A690 ☒ Stacked Cross-Listed Coordination

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>04/02/10</td>
<td>Ed Forrest</td>
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<td>04/02/10</td>
<td>Ed Forrest</td>
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<td>3.</td>
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<td>Ed Forrest</td>
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Initiator Name (typed): Ed Forrest
Initiator Signed Initials: _________ Date: __________________

13b. Coordination Email
Date: 04/02/10
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 04/02/10

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

15. Course Description (suggested length 20 to 50 words)
Study of specific current issues, techniques, and trends affecting business leadership.
Special Note: May be repeated for credit with a change of subtitle.

16a. Course Prerequisite(s) (list prefix and number)
None

16b. Test Score(s)
N/A

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

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

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

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

18. ☒ Mark if course is a selected topic course

19. Justification for Action
To ensure that faculty have a course available to teach current topics in business leadership. Course stacked to accommodate special needs of the Alaska community.
<table>
<thead>
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<th>Disapproved</th>
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I. Date Initiated
   April 7, 2010

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Bachelor of Business Administration
   Course Title: Current Topics in Business
   Course Number: BA A490A
   Credits: 1-6
   Contact Hours: Determined by the specific nature of the topics and the number of credits
   Grading Basis: A-F
   Course Description: Study of specific current issues, techniques, and trends affecting business leadership.
   Special Note: May be repeated for credit with a change of subtitle.
   Course Prerequisites: None
   Registration Restrictions: CBPP majors must be admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   Because this is a “selected topics” course, the exact focus of the course may vary depending on the topic addressed. However, in general, the course will involve a combination of:
   A. Lecture
   B. Discussion
   C. Guest speakers

IV. Guidelines for Evaluation
   The guidelines for evaluation will be developed by the faculty member offering the course, will vary, and may include:
   A. Written assignments
   B. Class presentations
   C. Case studies or term paper

V. Course Level Justification
   This is an advanced course in business administration that requires integration of knowledge acquired in 300- and 400-level business courses.
VI. Outline

This is a “special topics” course that will vary depending on the topic.

Example from a course titled: Services Marketing

A. Understanding Service Products, Consumers, and Markets
   1. Consumer behavior in services
   2. Positioning services

B. The 4 Ps of Marketing Services
   1. Developing service products
   2. Distributing services
   3. Pricing and revenue management
   4. Promoting services

C. Managing Customer Interface
   1. Designing and managing service process
   2. Balancing demand and productive capacity
   3. Developing the service environment
   4. Managing people in service environments

D. Implementing Profitable Service Strategies
   1. Managing relationships and building loyalty
   2. Handling complaints
   3. Improving service quality
   4. Gaining service leadership

VII. Suggested Text(s): Textbooks will vary by topic.


VIII. Bibliography-Bibliography will vary by topic.


IX. Instructional Goals and Student Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td></td>
</tr>
<tr>
<td>1. Engage students in an exploration</td>
<td></td>
</tr>
<tr>
<td>of recent or emerging developments</td>
<td></td>
</tr>
<tr>
<td>in service marketing</td>
<td></td>
</tr>
<tr>
<td>2. Expose students to most recent</td>
<td></td>
</tr>
<tr>
<td>research in service marketing</td>
<td></td>
</tr>
<tr>
<td>3. Explain strategies for strategic</td>
<td></td>
</tr>
<tr>
<td>management of services</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Outcomes.</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate a sophisticated</td>
<td>Case studies and/or term paper</td>
</tr>
<tr>
<td>understanding of service marketing</td>
<td></td>
</tr>
<tr>
<td>2. Integrate material covered in the</td>
<td>Written assignment(s)</td>
</tr>
<tr>
<td>course with applied business</td>
<td>and/or case studies</td>
</tr>
<tr>
<td>practices</td>
<td></td>
</tr>
<tr>
<td>3. Show evidence to meaningfully</td>
<td>Class presentation(s)</td>
</tr>
<tr>
<td>communicate mastery of service</td>
<td>and some combination of</td>
</tr>
<tr>
<td>marketing management</td>
<td>case studies and/or term paper</td>
</tr>
</tbody>
</table>
## 1. School or College
CB CBPP

## 2. Course Prefix
CIS

## 3. Course Number
A395

## 4. Previous Course Prefix & Number
N/A

## 5. Credits/CEUs
3

## 6. Complete Course Title
Programmer/Analyst Internship

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

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

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

## 9. Repeat Status
- Yes
- No

### # of Repeats:
1

### Max Credits:
6

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

## 11. Implementation Date
- From: Fall 2010
- To: 9/999

## 12. Cross Listed with
- Stacked with

### Cross-Listed Coordination Signature

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

### Impacted Program/Course
<table>
<thead>
<tr>
<th>Catalog Page(s)</th>
<th>Impact</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Bachelor of Business Administration (BBA) in Management Information Systems (MIS)</td>
<td>136</td>
<td>02/22/2010</td>
<td>Yen</td>
</tr>
</tbody>
</table>

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

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

Computer Programmer/Analyst work experience in a faculty approved position. Special Note: Requires 75 hours of work experience for each credit. May be taken more than once for credit. Maximum of 3 internship credits may be used to meet degree requirements.

## 16. Course Prerequisite(s)
(CIS A201 or CIS A210) with a minimum grade of C.

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

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

## 19. Justification for Action
CIS A201 has been replaced with CIS A210, and the number of credits has been changed.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Fitzgerald</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated  
April 7, 2010

II. Course Information  
College/School: College of Business and Public Policy  
Department: Computer Information Systems  
Program: Associate of Applied Science (AAS) in Business Computer Information Systems (BCIS); Bachelor of Business Administration (BBA) in Management Information Systems (MIS)  
Course Title: Programmer/Analyst Internship  
Course Number: CIS A395  
Credits: 3  
Contact Hours: 0 + 5-9 hours x 15 weeks or 75 to 135 hours per credit  
Grading Basis: Pass/No Pass  
Course Description: Computer Programmer/Analyst work experience in a faculty approved position. Special Note: Requires 75 hours of work experience for each credit. May be taken more than once for credit. Maximum of 3 internship credits may be used to meet degree requirements.  
Course Prerequisites: (CIS A201 or CISA210) with a minimum grade of "C".  
Registration Restrictions: Department permission required. Student must be in good standing in the College of Business and Public Policy. Cumulative GPA of 2.75 or higher.  
Fees: Standard CBPP computer lab fee

III. Course Activities  
A. Work experience in an approved position with supervision and training in various phases of business related to information technology.  
B. Specific activities are developed and approved by employer, faculty, student, and the Career Services Center advisor as applicable.  
C. Each internship must include a Learning Agreement that includes:  
   1. Learning objectives to be accomplished  
   2. How objectives will be accomplished  
   3. How achievement of objectives will be monitored and evaluated
IV. Guidelines for Evaluation
   A. Midway evaluation
   B. Final technical report
   C. Final evaluation
   D. Completion of required hours on the job

V. Course Level Justification
   Students will learn complex and challenging business skills related to information
technology contingent on their academic majors and on the business in which they are
employed. CIS A395 requires students to apply the skills they gained in lower
division college courses and job experience. The student will be required to
independently analyze business problems and provide solutions to the work
supervisor who will review and approve future actions.

VI. Outline
   A. Overview of Internship Program
      1. Clarify the student’s occupational interests
      2. Develop updated resume
      3. Meet with the CIS Faculty Internship Coordinator and a Career Services
         Center (CSC) advisor
      4. Attend program orientation
   B. Interview Process and Selection
      1. Review proper interviewing technique
      2. Interview with the potential employer
   C. Training Goals and Learning Objectives
      1. Develop learning objectives with the help of the CIS Faculty Internship
         Coordinator and a CSC advisor
      2. Meet with faculty advisor to review learning objectives for approval
   D. Employment in Internship Position

VII. Suggested Texts
   None Required

VIII. Bibliography
   None Required
IX. Instructional Goals and Student Outcomes

A. Instructional Goals.
   The instructor will:

1. Guide student in combining prior course knowledge with actual programmer/analyst practices
2. Provide an opportunity to identify the skill set required to be successful in an employed position
3. Reflect work beyond the scope of normal responsibilities of employment
4. Ensure internship is not a part of a student's normal paid employment unless an exception is granted based upon a careful review by the faculty advisor of the work to be performed. The company would be required to validate that the internship is distinct from the normal paid employment of a student already working for that company

B. Student Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obtain practical knowledge of actual programmer/analyst practices</td>
<td>Midway evaluation, final evaluation, and completion of the required hours on the job</td>
</tr>
<tr>
<td>2. Demonstrate experience gained through interaction with information systems professionals</td>
<td>Midway evaluation and final evaluation</td>
</tr>
<tr>
<td>3. Practice good work ethic</td>
<td>Midway evaluation and final evaluation</td>
</tr>
<tr>
<td>4. Demonstrate effective written communication skills</td>
<td>Final technical report</td>
</tr>
</tbody>
</table>
**Course Action Request**  
**University of Alaska Anchorage**  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>CB CBPP</th>
<th>1b. Division</th>
<th>ADBP Division of Business Programs</th>
<th>1c. Department</th>
<th>CIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>CIS</td>
<td>3. Course Number</td>
<td>A495</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**  
Systems Analyst/User Support Internship  
Sys Analyst/User Supp Intern  
Abbreviated Title for Transcript (30 character)

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

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

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

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>☑ A-F</th>
<th>☑ P/NP</th>
<th>☑ NG</th>
</tr>
</thead>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
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<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 03/26/2010</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 03/26/2010</th>
</tr>
</thead>
</table>

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

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words):  
Systems Analyst or user-support work experience in a faculty approved position. Special Note: Requires 75 hours of work experience for each credit. May be taken more than once for credit. Maximum of 3 internship credits may be used to meet degree requirements.

16a. Course Prerequisite(s) (list prefix and number)  
[(CIS A201 or CISA210) and CIS A376] with a minimum grade of C.  

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

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

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

16e. Registration Restriction(s) (non-codable)  
Department permission required. Student must be in good standing in the College of Business and Public Policy. Cumulative GPA of 2.75 or higher.

<table>
<thead>
<tr>
<th>17. ☑ Mark if course has fees Standard CBPP computer lab fee</th>
<th>18. ☐ Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

19. Justification for Action  
CIS A201 has been replaced with CIS A210, and the number of credits has been changed.
I. Date Initiated

April 7, 2010

II. Course Information

College/School: College of Business and Public Policy
Department: Computer Information Systems
Program: Associate of Applied Science (AAS) in Business Computer Information Systems (BCIS); Bachelor of Business Administration (BBA) in Management Information Systems (MIS)
Course Title: Systems Analyst/User Support Internship
Course Number: A495
Credits: 3
Contact Hours: 0 + 5-9 hours x 15 weeks or 75 to 135 hours per credit
Grading Basis: Pass/No Pass
Course Description: Systems Analyst or user-support work experience in a faculty approved position. Special Note: Requires 75 hours of work experience for each credit. May be taken more than once for credit. Maximum of 3 internship credits may be used to meet degree requirements.
Course Prerequisites: [(CIS A201 or CISA210) and CIS A376] with a minimum grade of C.
Registration Restrictions: Department permission required. Student must be in good standing in the College of Business and Public Policy. Cumulative GPA of 2.75 or higher.
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Work experience in an approved position with supervision and training in various phases of business related to information technology.

B. Specific activities are developed and approved by employer, faculty, student, and the Career Services Center advisor as applicable.

C. Each internship must include a Learning Agreement that includes:
   1. Learning objectives to be accomplished
   2. How objectives will be accomplished
   3. How achievement of objectives will be monitored and evaluated
IV. **Guidelines for Evaluation**
   A. Midway evaluation
   B. Final technical report
   C. Final evaluation
   D. Completion of required hours on the job

V. **Course Level Justification**

   Students will learn complex and challenging business skills related to information technology contingent on their academic majors and on the business in which they are employed. CIS A495 requires students to apply the skills they gained in lower division college courses and job experience. The student will be required to independently analyze business problems and provide solutions to the work supervisor who will review and approve future actions.

VI. **Outline**

   A. Overview of Internship Program
      1. Clarify the student’s occupational interests
      2. Develop updated resume
      3. Meet with the CIS Faculty Internship Coordinator and a Career Services Center (CSC) advisor
      4. Attend program orientation

   B. Interview Process and Selection
      1. Review proper interviewing technique
      2. Interview with the potential employer

   C. Training Goals and Learning Objectives
      1. Develop learning objectives with the help of the CIS Faculty Internship Coordinator and a Career Services Center (CSC) advisor
      2. Meet with faculty advisor to review learning objectives for approval

   D. Employment in Internship Position

VII. **Suggested Texts**

   None Required

VIII. **Bibliography**

   None Required
IX. Instructional Goals and Student Outcomes

A. Instructional Goals.

The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guide student in combining prior course knowledge with actual systems analysis and user-support practices</td>
</tr>
<tr>
<td>2.</td>
<td>Provide an opportunity to identify the skill set required to be successful in an employed position</td>
</tr>
<tr>
<td>3.</td>
<td>Reflect work beyond the scope of normal responsibilities of employment</td>
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<td>4.</td>
<td>Ensure internship is not a part of a student's normal paid employment unless an exception is granted based upon a careful review by the faculty advisor of the work to be performed. The company would be required to validate that the internship is distinct from the normal paid employment of a student already working for that company</td>
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B. Student Outcomes.

Students will be able to:

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<td>1. Obtain practical knowledge of actual systems analysis end-user practices</td>
<td>Midway evaluation, final evaluation, completion of the required hours on the job</td>
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<tr>
<td>2. Demonstrate experience gained through interaction with information systems professionals</td>
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<td>3. Practice good work ethic</td>
<td>Midway evaluation, final evaluation</td>
</tr>
<tr>
<td>4. Demonstrate effective written communication skills</td>
<td>Final technical report</td>
</tr>
</tbody>
</table>
To: Chair, Undergraduate Academic Board, Faculty Senate

From: Professor Jeri Rubin, CBPP

Subject: Associate of Applied Science, Logistics and Supply Chain Operations

Date: April 2, 2010

This memorandum addresses the proposed changes to the Associate of Applied Science (AAS) in Logistics and Supply Chain Operations in this Program Action Request (PAR) as it pertains to the AAS in Logistics and Supply Chain Operations major.

The minor modification discussed in this memorandum is the result of having discovered the potential for students to apply BA A151 Introduction to Business to meet both a GCR requirement and a program requirement.

Modification:

The catalog copy would be changed and the following sentence would be added: BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS Logistics and Supply Chain Operations degree.
1a. School or College  
CB CBPP

1b. Division  
ADBP Division of Business Programs

1c. Department  
LGOP

2. Complete Program Title/Prefix  
Associate of Applied Science, Logistics and Supply Chain Operations

3. Type of Program  
- OEC  
- Undergrad Certificate  
- AA/AAS  
- Baccalaureate  
- Minor  
- Post Baccalaureate Certificate  
- Graduate  
- Graduate Certificate  
- Doctoral  
- Specialty

4. Type of Action:  
- PROGRAM  
- PREFIX

4a. PROGRAM  
- Add  
- Change  
- Delete

4b. PREFIX  
- Add  
- Change  
- Inactivate

5. Implementation Date (semester/year)  
From: Fall/2010  To: 9999

6a. Coordination with Affected Units  
Department, School, or College: Logistics

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

6b. Coordination Email submitted to Faculty Listserv (uua-faculty@lists.uaa.alaska.edu)  
Date:_____

6c. Coordination with Library Liaison  
Date: 04/09/10

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

8. Justification for Action  
BA A151 is a required course for the Associate of Applied Science, Logistics and Supply Chain Operations. This change will prevent students from using BA A151 to satisfy a 3-credit social science GCR requirement.

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

Approved  
Disapproved

Dean/Director of School/College  
Date

Approved  
Disapproved  
Department Chairperson  
Date

Approved  
Undergraduate/Graduate Academic Board Chairperson  
Date

Approved  
Disapproved  
Provost or Designee  
Date
ASSOCIATE OF APPLIED SCIENCE, LOGISTICS AND SUPPLY CHAIN OPERATIONS

The Logistics and Supply Chain Operations associate’s degree was developed with input from Alaskan business, industry, and military representatives to meet the needs in all aspects of the operational and technical career fields of logistics. Students will build a foundation of knowledge and skills for successful logistics and supply chain operations: information management and customer service, warehousing and inventory control, purchasing and supply chain operations, transportation services, transportation rates, tariffs, and carrier liability. The AAS degree is designed to prepare graduates for employment in all the operational and technical aspects of logistics and supply chain operations, careers, and fields. Students planning to go on to a four-year program in the College of Business and Public Policy should know that all ACCT, BA, CIS, ECON, LGOP, and LOG courses in those four-year programs must be completed with a grade of C or better.

ADMISSION REQUIREMENTS

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

GENERAL UNIVERSITY REQUIREMENTS

1. Complete the General University Requirements for Associate Degrees located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Degree Requirements (15 credits) located at the beginning of this chapter. To provide maximum transferability, it is recommended that students consider the Bachelor of Business Administration General Education Requirements, and business core requirements when selecting courses to fulfill the Associate of Applied Science General Requirements.

MAJOR REQUIREMENTS

1. Complete the following courses:
   - BA A151 Introduction to Business 3
   - BA A231 Fundamentals of Supervision 3
   - BA/JUST A241 Business Law I 3
   - CIS A110 Computer Concepts in Business 3
   - ECON A201 Principles of Macroeconomics 3
   - LGOP A110 Logistics, Information Systems and Customer Service 3
   - LGOP A120 Warehouse and Inventory Control Operations 3
   - LGOP A160 Purchasing and Supply Management 3
   - LGOP A125 Transportation Services 3
   - LGOP A235 Transport Operations Management 3
   - MATH A107 College Algebra (4) 3-4
   - or MATH A172 Applied Finite Mathematics (3)
2. Complete four of the following courses: 12
   - BA A273 Introduction to Statistics for Business and Economics (3)
   - BA A295 Internship in Business Administration (3)
   - BA A375 Statistics for Business and Economics (3)
   - BA A377 Operations Management (3)
   - ECON A429 Business Forecasting (3)
   - Any 300- or 400-level LOG course (3)
   - OSH A101 Introduction to Occupational Safety and Health (3)
   - OSH A108 Injury Prevention and Risk Management (4)
   - OSH A250 Hazardous Material Operation (3)
   - TECH A295 Technical Internship (1-6)
   - TECH A302 Operational Safety (3)
3. BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS Logistics and Supply Chain Operations degree.
4. A total of 60-61 credits is required for the degree.
ASSOCIATE OF APPLIED SCIENCE, LOGISTICS AND SUPPLY CHAIN OPERATIONS

The Logistics and Supply Chain Operations associate’s degree was developed with input from Alaskan business, industry, and military representatives to meet the needs in all aspects of the operational and technical career fields of logistics. Students will build a foundation of knowledge and skills for successful logistics and supply chain operations: information management and customer service, warehousing and inventory control, purchasing and supply chain operations, transportation services, transportation rates, tariffs, and carrier liability. The AAS degree is designed to prepare graduates for employment in all the operational and technical aspects of logistics and supply chain operations, careers, and fields. Students planning to go on to a four-year program in the College of Business and Public Policy should know that all ACCT, BA, CIS, ECON, LGOP, and LOG courses in those four-year programs must be completed with a grade of C or better.

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MAJOR REQUIREMENTS
1. Complete the following courses:
   - BA A151  Introduction to Business  3
   - BA A231  Fundamentals of Supervision  3
   - BA/JUST A241  Business Law I  3
   - CIS A110  Computer Concepts in Business  3
   - ECON A201  Principles of Macroeconomics  3
   - LGOP A110  Logistics, Information Systems and Customer Service  3
   - LGOP A120  Warehouse and Inventory Control Operations  3
   - LGOP A160  Purchasing and Supply Management  3
   - LGOP A125  Transportation Services  3
   - LGOP A235  Transport Operations Management  3
   - MATH A107  College Algebra (4)  3-4
   - MATH A172  Applied Finite Mathematics (3)

2. Complete four of the following courses:  12
   - BA A273  Introduction to Statistics for Business and Economics 3
   - BA A295  Internship in Business Administration 3
   - BA A375  Statistics for Business and Economics 3
   - BA A377  Operations Management 3
   - ECON A429  Business Forecasting 3
   - Any 300- or 400-level LOG course 3
   - OSH A101  Introduction to Occupational Safety and Health 3
   - OSH A108  Injury Prevention and Risk Management 4
   - OSH A250  Hazardous Material Operation 3
   - TECH A295  Technical Internship (1-6)
   - TECH A302  Operational Safety 3

To provide maximum transferability, it is recommended that students consider the Bachelor of Business Administration General Education Requirements, and business core requirements when selecting courses to fulfill the Associate of Applied Science General Requirements.

3. BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS Logistics and Supply Chain Operations degree.

4. A total of 60-61 credits is required for the degree.
To: Chair, Undergraduate Academic Board, Faculty Senate

From: Professor Jeri Rubin, CBPP

Subject: Associate of Applied Science, Accounting

Date: April 2, 2010

This memorandum addresses the proposed changes to the Associate of Applied Science (AAS) in Accounting outlined in this Program Action Request (PAR) as it pertains to the AAS in Accounting major.

The minor modification discussed in this memorandum is the result of having discovered the potential for students to apply BA A151 Introduction to Business to meet both a GCR requirement and a program requirement.

Modification:

The catalog copy would be changed and the following sentence would be added: BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS Accounting degree.
## Program/Prefix Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
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<tr>
<th>2. Complete Program Title/Prefix</th>
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<tr>
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<td>From: Fall/2010 To: /9999</td>
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<th>6a. Coordination with Affected Units</th>
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<tr>
<td>Department, School, or College: Accounting</td>
</tr>
<tr>
<td>Initiator Name (typed): Jeri Rubin</td>
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<td>Initiator Signed Initials: _______ Date: ________________</td>
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<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
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<th>8. Justification for Action</th>
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<tbody>
<tr>
<td>BA A151 is a required course for the Associate of Applied Science in Accounting. This change will prevent students from using BA A151 to satisfy a 3-credit social science GCR requirement.</td>
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<tr>
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ASSOCIATE OF APPLIED SCIENCE, ACCOUNTING

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

GENERAL UNIVERSITY REQUIREMENTS
1. Complete the General University Requirements for Associate Degrees located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Degree Requirements (15 credits) located at the beginning of this chapter.

To provide maximum transferability to the BBA in Accounting, it is recommended that students consider the Bachelor of Business Administration General Education Requirements and business core requirements when selecting courses to fulfill the Associate of Applied Science general requirements and business electives.

MAJOR REQUIREMENTS
1. Complete the following required courses (36 credits) with a grade of C or better:
   - ACCT A101 Principles of Financial Accounting I 3
   - ACCT A102 Principles of Financial Accounting II 3
   - ACCT A202 Principles of Managerial Accounting 3
   - ACCT A210 Income Tax Preparation 3
   - ACCT A222 Introduction to Computerized Accounting 3
   - ACCT A225 Payroll Accounting 3
   - ACCT A230 Workpaper Preparation and Presentation 3
   - BA A151 Introduction to Business 3
   - BA/JUST A241 Business Law I 3
   - CIS A110 Computer Concepts in Business 3
   - ECON A201 Principles of Macroeconomics 3
   - MATH A105 Intermediate Algebra 3

2. Complete 9 credits of electives. Students may choose any course at the 100 level or above in ACCT, BA, CIS, CIOS, ECON, or LOG but may not use more than 6 credits from one discipline.
3. BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS Accounting degree.
4. A total of 60 credits is required for the degree.
ASSOCIATE OF APPLIED SCIENCE, ACCOUNTING

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

GENERAL UNIVERSITY REQUIREMENTS
1. Complete the General University Requirements for Associate Degrees located at the beginning of this chapter.
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To provide maximum transferability to the BBA in Accounting, it is recommended that students consider the Bachelor of Business Administration General Education Requirements and business core requirements when selecting courses to fulfill the Associate of Applied Science general requirements and business electives.

MAJOR REQUIREMENTS
1. Complete the following required courses (36 credits) with a grade of C or better:
   - ACCT A101 Principles of Financial Accounting I 3
   - ACCT A102 Principles of Financial Accounting II 3
   - ACCT A202 Principles of Managerial Accounting 3
   - ACCT A210 Income Tax Preparation 3
   - ACCT A222 Introduction to Computerized Accounting 3
   - ACCT A225 Payroll Accounting 3
   - ACCT A230 Workpaper Preparation and Presentation 3
   - BA A151 Introduction to Business 3
   - BA/JUST A241 Business Law I 3
   - CIS A110 Computer Concepts in Business 3
   - ECON A201 Principles of Macroeconomics 3
   - MATH A105 Intermediate Algebra 3
2. Complete 9 credits of electives. Students may choose any course at the 100 level or above in ACCT, BA, CIS, CLOS, ECON, or LOG but may not use more than 6 credits from one discipline.
   - BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS Accounting degree.
3. A total of 60 credits is required for the degree.
To: Chair, Undergraduate Academic Board, Faculty Senate

From: Professor Jeri Rubin, CBPP

Subject: Associate of Applied Science, Small Business Administration

Date: April 2, 2010

This memorandum addresses the proposed changes to the Associate of Applied Science (AAS) in Small Business Administration outlined in this Program Action Request (PAR) as it pertains to the AAS in Small Business Administration major.

The minor modification discussed in this memorandum is the result of the having discovered the potential for students to apply BA A151 Introduction to Business to meeting both a GCR requirement and a program requirement. The PAR also corrects an error in the current catalog.

Modification 1:

The catalog copy would be changed and the following sentence would be added: BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS, Small Business Administration degree.

Modification 2:

Under the Major Requirements section the current catalog copy reads: “Note: Students planning to go on to a BBA Accounting degree must have a grade of C or better in all business courses.” This qualifying statement applies to all BBA degrees and Accounting should not have been inserted into this notation. This proposed change would remove Accounting from the notation.
**Program/PREFIX Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
</tr>
</tbody>
</table>

2. **Complete Program Title/PREFIX**

**Associate of Applied Science, Small Business Administration**

3. **Type of Program**

- OEC
- Undergrad Certificate
- AA/AAS
- Baccalaureate
- Minor
- Post Baccalaureate Certificate
- Graduate
- Graduate Certificate
- Doctoral
- Specialty

4. **Type of Action:**

- PROGRAM
  - Add
  - Change
  - Delete

- PREFIX
  - Add
  - Change
  - Inactivate

5. **Implementation Date (semester/year)**

From: Fall/2010 To: /9999

6a. **Coordination with Affected Units**

- Department, School, or College: Business Administration
- Initiator Name (typed): Jeri Rubin
- Initiator Signed Initials: _______ Date:____________

6b. **Coordination Email submitted to Faculty Listserv**

(uaa-faculty@lists.uaa.alaska.edu)

Date: ______

6c. **Coordination with Library Liaison**

Date: 04/09/10

7. **Title and Program Description - Please attach the following:**

- Cover Memo
- Catalog Copy in Word using the track changes function

8. **Justification for Action**

BA A151 is a required course for the Associate of Applied Science in Small Business Administration. This change will prevent students from also using BA A151 to satisfy a 3-credit social science GCR requirement. Also to remove the word, Accounting, from the note: "Students planning to go on to a BBA Accounting degree must have a grade of C or better in all business courses." The word Accounting was input in error.

Initiator (faculty only)

Jeri Rubin

Initiator (TYPE NAME)

<table>
<thead>
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<th>Disapproved</th>
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SMALL BUSINESS ADMINISTRATION

ADMISSION REQUIREMENTS

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

GENERAL UNIVERSITY REQUIREMENTS

1. Complete the General University Requirements for Associate Degrees located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Degree Requirements (15 credits) located at the beginning of this chapter. To provide maximum transferability, it is recommended that students consider the Bachelor of Business Administration General Education Requirements and business core requirements when selecting courses to fulfill the Associate of Applied Science general requirements.

MAJOR REQUIREMENTS

1. Complete the required support courses:
   - ACCT A101  Principles of Financial Accounting I (3)  3-6
   - ACCT A102  Principles of Financial Accounting II (3)
   - ACCT A201  Principles of Financial Accounting (3)
   - ACCT A202  Principles of Managerial Accounting  3
   - CIS A110  Computer Concepts in Business  3
   - MATH A105  Intermediate Algebra (3)  3-4
   - MATH A107  College Algebra (4)
   - MATH A172  Applied Finite Mathematics (3)
   
   Note: MATH A105 will not satisfy the quantitative skills General Education Requirement for the baccalaureate degree.

2. Complete the required BA core courses:
   - BA A151  Introduction to Business  3
   - BA A166  Small Business Management  3
   - BA A231  Fundamentals of Supervision  3
   - BA A233  Survey of Finance  3
   - BA/JUST A241  Business Law I  3
   - BA A260  Marketing Practices  3
   - BA A264  Personal Selling  3

3. Complete 9-12 credits of electives from the following: 9-12
   - BA A131  Personal Finance (3)
   - BA/JUST A242  Business Law II (3)
   - BA A273  Introduction to Statistics for Business and Economics (3)
   - LGOP A110  Logistics, Information Systems and Customer Service (3)
   - LGOP A120  Warehouse and Inventory Control Operations (3)
   - LGOP A160  Purchasing and Supply Management (3)
   or any 300-level business course provided the prerequisites have been met. All ACCT, BA, CIS, ECON, LGOP, and LOG are considered business courses.*

   *Students who may decide to pursue a Bachelor of Business Administration degree can maximize transferability of their credits by taking MATH A107 or MATH A172, BA A273, and any 300-level business course as long as prerequisites have been completed.

4. BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS Small Business Administration degree.

5. A total of 60 credits is required for the degree.

   Note: Students planning to go on to a BBA degree must have a grade of C or better in all business courses.
SMALL BUSINESS ADMINISTRATION

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

GENERAL UNIVERSITY REQUIREMENTS
1. Complete the General University Requirements for Associate Degrees located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Degree Requirements (15 credits) located at the beginning of this chapter.
   To provide maximum transferability, it is recommended that students consider the Bachelor of Business Administration General Education Requirements and business core requirements when selecting courses to fulfill the Associate of Applied Science general requirements.

MAJOR REQUIREMENTS
1. Complete the required support courses:
   - ACCT A101 Principles of Financial Accounting I (3) 3-6
   - ACCT A102 Principles of Financial Accounting II (3)
   - or
   - ACCT A201 Principles of Financial Accounting (3)
   - ACCT A202 Principles of Managerial Accounting 3
   - CIS A110 Computer Concepts in Business 3
   - MATH A105 Intermediate Algebra (3) 3-4
   - or
   - MATH A107 College Algebra (4)
   - or
   - MATH A172 Applied Finite Mathematics (3)
   Note: MATH A105 will not satisfy the quantitative skills General Education Requirement for the baccalaureate degree.
   2. Complete the required BA core courses:
   - BA A151 Introduction to Business 3
   - BA A166 Small Business Management 3
   - BA A221 Fundamentals of Supervision 3
   - BA A233 Survey of Finance 3
   - BA/JUST A241 Business Law I 3
   - BA A260 Marketing Practices 3
   - BA A264 Personal Selling 3
   3. Complete 9-12 credits of electives from the following: 9-12
   - BA A131 Personal Finance (3)
   - BA/JUST A242 Business Law II (3)
   - BA A273 Introduction to Statistics for Business and Economics (3)
   - LGOP A110 Logistics, Information Systems and Customer Service (3)
   - LGOP A120 Warehouse and Inventory Control Operations (3)
   - LGOP A160 Purchasing and Supply Management (3)
   or any 300-level business course provided the prerequisites have been met. All ACCT, BA, CIS, ECON, LGOP, and LOG are considered business courses.*
   *Students who may decide to pursue a Bachelor of Business Administration degree can maximize transferability of their credits by taking MATH A107 or MATH A172, BA A273, and any 300-level business course as long as prerequisites have been completed.
   4. BA A151 cannot be used to satisfy the Social Sciences General Course Requirement for the AAS Small Business Administration degree.
   4. A total of 60 credits is required for the degree.
   Note: Students planning to go on to a BBA Accounting degree must have a grade of C or better in all business courses.
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<th>1b. Division</th>
<th>1c. Department</th>
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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>A231</td>
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6. Complete Course Title
Sectional Anatomy for Diagnostic Imaging
Sectional Anatomy

Abbreviated Title for Transcript (30 character)

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

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

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

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

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

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

12. [ ] Cross Listed with
- N/A

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

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

<table>
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<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
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Initiator Name (typed): Kathryn M. Slagle
Initiator Signed: ____________ Date: ______________

13b. Coordination Email
- Date: 3-18-2010
- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: 3-24-2010

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

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

Present advance instruction of anatomical sections. Includes transverse, sagittal and coronal views of the central nervous system, thorax, abdomen, pelvis, cardiovascular and musculoskeletal system which will be correlated with CT and MRI images.

16a. Course Prerequisite(s) (list prefix and number) None

16b. Test Score(s) None

16c. Co-requisite(s) (concurrent enrollment required) None

16d. Other Restriction(s) (list prefix and number)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

17. [ ] Mark if course has fees

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

19. Justification for Action

A new course to meet updated national curriculum changes and in response to recommendations by industry and our advisory board. All aspects of the course have been developed using the Professional Curriculum Guidelines produced by the American Society of Radiologic Technologists (ASRT).
<table>
<thead>
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<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<td>Date</td>
<td>Provost or Designee</td>
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Course Content Guide  
University of Alaska Anchorage  
Community and Technical College

Division:  AHLS: Health and Safety  
Date:  Spring 2011  
Department: Medical Imaging Sciences

Course Number and Title:  RADT A231 Sectional Anatomy for Diagnostic Imaging  
3 Credits

I.  Course Description

Presents advance instruction of anatomical sections. Includes transverse, sagittal and coronal views of the central nervous system, thorax, abdomen, pelvis, cardiovascular and musculoskeletal system which will be correlated with CT and MRI images.

II.  Course Design

A.  Designed for the fourth semester Radiologic Technology student and for the Registered Radiologic Technologists seeking continuing education.
B.  Number of Credits:  3
C.  Total time of student involvement:
1.  Lecture hours: 45 hours
2.  Total work expected outside of class: 90 hours
D.  This is an elective course.
E.  This is a new course.
F.  No lab fees will be assessed.
G.  Course will be taught in no less than three weeks.
H.  Course coordinated with UAA colleges, extended campuses, UAF, Tanana Valley Campus, and list serve.
I.  Course level justification: Builds upon introductory information provided in college level anatomy and physiology courses and radiography procedure classes.

III.  Course Activities

This course utilizes a lecture, discussions, web-base learning methods and professional research.

IV.  Course Prerequisites / Registration Restrictions:

Departmental approval

V.  Course Evaluations

A.  Grading A-F.
B.  Grades are based on attendance, participation, examinations, written summaries and discussions.
C. Specific grading criteria will be discussed at the beginning of the course.

VI. Course Outline

1.0 General Safety
   1.1 Campus
   1.2 Classroom
   1.3 Fire
   1.4 Universal precautions/infection control
   1.5 Hazardous material/chemical spill response
   1.6 Radiation safety and protection
   1.7 Body mechanics/ergonomics

2.0 Introduction to Sectional Anatomy
   2.1 Terminology of sectional anatomy
   2.2 Lines and planes of sectional anatomy
   2.3 Modalities

3.0 Cardiovascular System
   3.1 Arterial
   3.2 Venous

4.0 Sectional Anatomy of the Head
   4.1 Cranial bones
   4.2 Brain
   4.3 Sinuses
   4.4 The orbit
   4.5 Muscles of the head
   4.6 Vascular structures

5.0 Sectional Anatomy of the Neck
   5.1 Respiratory anatomy
   5.2 Digestive anatomy
   5.3 Muscles of the neck
   5.4 Vascular structures

6.0 Sectional Anatomy of the Thorax
   6.1 Bony thorax
   6.2 Respiratory system
   6.3 Digestive system
   6.4 Muscles of the thorax
   6.5 Vascular structures

7.0 Sectional Anatomy of the Abdomen
   7.1 Digestive system
7.2 Respiratory system  
7.3 Accessory organs of the digestive system  
7.4 Muscles of the abdomen  
7.5 Vascular structures  

8.0 Sectional Anatomy of the Pelvis  
8.1 The male pelvis  
8.2 The female pelvis  
8.3 Muscles of the pelvis  
8.4 Vascular structures  

9.0 Sectional Anatomy of the Spine  
9.1 The cervical spine  
9.2 The thoracic spine  
9.3 The lumbar spine  
9.4 Muscles of the spine  
9.5 Vascular structures  

10.0 Sectional Anatomy of the Extremities  
10.1 Upper extremity  
10.2 Lower extremity  
10.3 Muscles of the extremities  
10.4 Vascular structures  

VII. Recommended Texts


VIII. References


IX. Instructional Goals, Student Outcomes, and Assessment Procedures.

A. Instructional Goals: Present advanced sectional anatomy as it relates to the field of diagnostic imaging.

B. Course Student Outcomes and Assessment Procedures:

<table>
<thead>
<tr>
<th>Student Outcomes: Upon successful completion the student will be able to do the following:</th>
<th>Assessment Procedures: The student outcomes can be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain sectional anatomy terms, lines and planes.</td>
<td>Class discussion Assignment Examination</td>
</tr>
<tr>
<td>Discuss, identify and label anatomy of the upper body to include the head, neck, chest, the upper extremities, musculoskeletal system, cardiovascular system and spine in the sagittal, coronal, and transverse plane.</td>
<td>Class discussion Assignment Examination</td>
</tr>
<tr>
<td>Discuss, identify and label anatomy of the lower body to include the abdomen, male pelvis, female pelvis, the lower extremities, musculoskeletal system, cardiovascular system and spine in the sagittal, coronal, and transverse plane.</td>
<td>Class discussion Assignment Examination</td>
</tr>
</tbody>
</table>
**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td></td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<td>N/A</td>
<td>2</td>
<td>(Lecture + Lab) (1.5+2)</td>
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</table>

6. **Complete Course Title**

**Becoming an Elementary Teacher**

Abbreviated Title for Transcript (30 character)

7. **Type of Course**

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

8. **Type of Action:**

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions

9. **Repeat Status No**

- [x] # of Repeats
- [ ] Max Credits

10. **Grading Basis**

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

11. **Implementation Date**

- From: Fall /2010
- To: 9/999

12. **Cross Listed with**

- [ ] Stacked with

Cross-Listed Coordination Signature

13a. **Impacted Courses or Programs:**

List any programs or college requirements that require this course.

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

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<th>Chair/Coordinator Contacted</th>
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</thead>
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<tr>
<td>1. BAEI</td>
<td>146, 372</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Department of Teaching and Learning</td>
<td>N/A</td>
<td>2/4/2010</td>
<td>Jim Powell</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Timothy Jester

Initiator Signed Initials: _____

Date: ______

13b. **Coordination Email**

Date: 3/15/2010

submitted to Faculty Listserv: [mailto: (mailtos.uaa.alaska.edu)](mailto:(mailtos.uaa.alaska.edu))

13c. **Coordination with Library Liaison**

Date: February 2, 2010

14. **General Education Requirement**

Mark appropriate box:

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

15. **Course Description**

*(suggested length 20 to 50 words)*

Introduction to field of elementary education and the process of becoming an elementary teacher. Overview of core topics including the history of elementary education, teaching and learning, professionalism, observation strategies, and communicating with children.

Special Note: Requires a 30 hour field assignment that must be arranged by the College of Education. Partners may limit registration.

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

[ENGL A111 or ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A414] with a minimum grade of C

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

N/A

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

N/A

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

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

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

N/A

17. **Mark if course has fees**

- [ ]

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

- [ ]

19. **Justification for Action**

The course meets program faculty’s goals for organization and program cohesion introducing students to the field of Elementary Education, generally, and the UAA Elementary program, specifically, early in the Elementary program.

Initiator (faculty only)

Timothy Jester

Initiator Signed Initials: _____

Date: ______

Approved

Disapproved

Dean/Director of School/College

Date

19a. **Approval by:**

- [ ] Undergraduate/Graduate Academic
- [ ] Board Chairperson

Date

- [ ] Provost or Designee

Date

- [ ]

- [ ]

- [ ]

378
## Course Action Request
### Box13.a Impacted Courses or Programs: Additional Table

**Course Prefix, Number, and Title:**

EDEL A205: Becoming an Elementary Teacher

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<td>February 3, 2010</td>
<td>Marc Robinson</td>
</tr>
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<td>5. Kodiak College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Kitty Deal</td>
</tr>
<tr>
<td>6. Prince William Sound Community College</td>
<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
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</table>
Course Content Guide  
University of Alaska Anchorage  
College of Education

I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE
Department: EDTL
Course Prefix: EDEL
Course Number: A205
Title: Becoming an Elementary Teacher
Credits: 2.0
Contact Hours 1.5 + 2
Grading Basis: A-F
Implementation Date: Fall 2010

Course Description: Introduction to field of elementary education and the process of becoming an elementary teacher. Overview of core topics including the history of elementary education, teaching and learning, professionalism, observation strategies, and communicating with children. Special Note: Requires a 30 hour field assignment that must be arranged by the College of Education. Partners may limit registration.

Course Prerequisite: [ENGL A111 or ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A414] with a minimum grade of C
Test Scores: N/A
Corequisite(s): N/A
Registration Restrictions: N/A
Course Fee: ☒ Yes  ☐ No
### III. Instructional Goals, Student Outcomes, and Assessment Procedure

#### A. Instructional Goals

The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present overview of the history of elementary education and identify enduring themes in current elementary classrooms and schools.</td>
</tr>
<tr>
<td>2.</td>
<td>Introduce observation strategies and explain relationship to teaching and learning.</td>
</tr>
<tr>
<td>3.</td>
<td>Present approaches to and skills for communicating with children in elementary classrooms.</td>
</tr>
<tr>
<td>4.</td>
<td>Introduce major components of teaching and learning in elementary education including learning theory, learners in sociocultural context, learning environment, curriculum, instruction, and assessments.</td>
</tr>
<tr>
<td>5.</td>
<td>Define professionalism and explain connections to teaching in today’s elementary classrooms and preparing to become an elementary teacher in the UAA program.</td>
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#### B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
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<tbody>
<tr>
<td>2. Apply observation strategies to develop knowledge of teaching and learning in elementary education.</td>
<td>Reflective Journal, Observation Project, Written Report, Class Discussion</td>
<td>ACEI: 5.1, ABTS: 8</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>3. Apply communication skills to interactions with children in elementary classrooms.</td>
<td>Reflective Journal, Descriptive Essay</td>
<td>ACEI: 3.5, ABTS: 3, 6</td>
<td>Collaborative Spirit, Inclusiveness and Equity</td>
</tr>
<tr>
<td>4. Identify major components of teaching and learning in elementary education and present examples from field experience.</td>
<td>Observation Project, Written Report, Class Discussion, Reflective Journal</td>
<td>ACEI: 1, 2, 3, 4, ABTS: 2, 4, 5, 6</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>5. Define professionalism and make connections to teaching in elementary classrooms and preparing to become a teacher in the UAA program.</td>
<td>Autobiography, Becoming a Teacher: Development Plan</td>
<td>ACEI: 5.1, ABTS: 8</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

* ACEI: Association for Childhood Education International  
ABTS: Alaska Beginning Teacher Standards
IV. **Course Level Justification**  
This is an introductory course that builds on writing skills developed in a GER Written Communication course. It provides a foundation for continued coursework and field experiences in Elementary Education.

V. **Course Outline**

1.0 Survey of History of Elementary Education in U.S. and Alaska  
1.1 Alaska Native approaches to childhood education  
1.2 Colonial origins  
1.3 The common school  
1.4 European influences  
1.5 Progressive education  
1.6 Human capital theory and neoliberal influences

2.0 Introduction to Observation in Elementary Education  
2.1 Observation  
2.2 Documentation  
2.3 Interpretation  
2.4 Reflection

3.0 Communicating with Children  
3.1 Listening skills  
3.2 Dialogue skills

4.0 Introduction to Teaching and Learning in Elementary Education  
4.1 Learning theory  
4.2 Learners in sociocultural context  
4.3 Learning environments  
4.4 Curriculum  
4.5 Instruction  
4.6 Assessment

5.0 Professionalism in Elementary Education  
5.1 Defining professionalism  
5.2 Alaska’s Code of Ethics and Teaching Standards  
5.3 Alaska Beginning Teacher Standards: Standard VIII  
5.4 ACEI Standard 5: Professionalism  
5.5 UAA Elementary Education Program Framework

VI. **Suggested Text(s)**


VII. Bibliography


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

1a. School or College
EA COE

1b. Division
No Division Code

1c. Department
EDTL

2. Course Prefix
EDEL

3. Course Number
A325

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
6

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

6. Complete Course Title
Teaching Literacy in Elementary Schools
Teach/Literacy in Elem Schools

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions

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/2010 To: 9999

12. Cross Listed with

[ ] Stacked with

Cross-Listed Coordination Signature

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

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Initiator Name (typed): Timothy Jester
Initiator Signed Initials: ________ Date: ____________

13b. Coordination Email
Date: 3/15/2010

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

13c. Coordination with Library Liaison
Date: February 2, 2010

14. General Education Requirement
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)
Survey of current issues and trends in teaching literacy in grades K-6. Focuses on methods, materials and practices that develop children’s proficiency in reading, writing and oral language.

16a. Course Prerequisite(s) (list prefix and number)
EDFN A301

16b. Test Score(s)
N/A

16c. Co-requisite(s) (concurrent enrollment required)
EDEL A327, EDEL A392, EDEL A395

16d. Other Restriction(s)

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

16e. Registration Restriction(s) (non-codable)
Admission to Department of Teaching and Learning

17. [ ] Mark if course has fees

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

19. Justification for Action
Course emphasizes the integrated nature of reading and writing as reflected in the Association of Childhood Education International's Language Arts standards. Also aligns to Alaska Beginning Teacher Standards.

Initiator (faculty only)
Date

Timothy Jester
Initiator (TYPE NAME)

[ ] Approved

[ ] Disapproved

Dean/Director of School/College
Date

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic
Date

[ ] Approved

[ ] Disapproved

Board Chairperson

[ ] Approved

[ ] Disapproved

Provost or Designee
Date
Course Action Request
Box13.a Impacted Courses or Programs: Additional Table

Course Prefix, Number, and Title:
EDEL A325: Teaching Literacy in Elementary Schools

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Course Content Guide  
University of Alaska Anchorage  
College of Education

I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE

Department: EDTL

Course Prefix: EDEL

Course Number: A325

Title: Teaching Literacy in Elementary Schools

Credits: 6.0

Contact Hours: 6+0

Grading Basis: A-F

Implementation Date: Fall 2010

Course Description: Survey of current issues and trends in teaching literacy in grades K-6. Focuses on methods, materials and practices that develop children’s proficiency in reading, writing and oral language.

Course Prerequisites(s): EDFN A301

Test Scores(s): N/A

Corequisite(s): EDEL A327, EDEL A392, EDEL A395

Registration Restrictions: Admission to Department of Teaching and Learning

Course Fee: ☒ Yes ☐ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Describe and analyze the reading and writing processes.
2. Discuss literacy as a language process.
3. Model the importance of scaffolding literacy experiences.
4. Facilitate discussion of instructional approaches for teaching literacy.
5. Discuss and demonstrate differentiation of instruction.
6. Integrate technology in literacy instruction.
7. Discuss how and why to teach word study in literacy development.
8. Develop knowledge of writing craft and how to support children’s ability to produce powerful writing.
9. Facilitate student’s understanding of how to promote children’s abilities to read and write narratives.
10. Present principles and methods of teaching children to read and write informational text.
11. Develop knowledge about children’s literature, the structure of text, and the elements of story.
12. Facilitate an understanding of comprehension.
13. Discuss literacy development in Alaska.
14. Model how to sustain talk in the classroom.
15. Present and facilitate practice with multiple forms of literacy assessment.

B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
</thead>
</table>
| Apply knowledge of reading and writing processes in planning and teaching. | -Lesson Plan **(SBA)  
-Literacy Case Study (SBA) | ACEI: 2.1, 3.1, 3.2, 3.3, 3.4, 3.5  
ABTS: 4, 5 | Intellectual Vitality |
| Apply knowledge of literacy as a language process in planning and teaching. | -Lesson Plan (SBA)  
-Literacy Case Study (SBA) | ACEI: 2.1, 3.1  
ABTS: 4, 5 | Intellectual Vitality |
| Apply knowledge of scaffolding in instruction in teaching literacy. | -Lesson Plan (SBA)  
-Literacy Case Study (SBA) | ACEI: 2.1, 3.1  
ABTS: 5 | Intellectual Vitality |
| Reflect on instructional approach for teaching literacy in Practicum I. | -In-class discussion  
-Group Project | ACEI: 2.1, 5.1  
ABTS: 4, 5 | Intellectual Vitality |
<table>
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<th>Activity</th>
<th>Assignment Details</th>
<th>ACEI/ABTS</th>
<th>Competency</th>
</tr>
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</table>
| 5.| Apply knowledge of differentiation of instruction in classroom planning and teaching literacy. | -Lesson Plan (SBA)  
-Literacy Case Study (SBA)          | ACEI: 2.1, 3.1  
ABTS: 4, 5                      | Intellectual Vitality and Equity |
| 6.| Critique the impact of technology on literacy development and instruction. | Group Project                  | ACEI: 3.1  
ABTS: 4                      | Intellectual Vitality            |
| 7.| Demonstrate how (skills, strategies, methods, materials) word study contributes to the development of literacy in primary and intermediate grades. | -Exam  
-Individual Portfolio            | ACEI: 2.1, 3.1  
ABTS: 4, 5                      | Intellectual Vitality            |
| 8.| Demonstrate how (skills, strategies, methods, materials) the reading and writing of narrative is developed in primary and intermediate grades. | -Individual Portfolio  
-Exam                               | ACEI: 2.1, 3.1  
ABTS: 4, 5                      | Intellectual Vitality            |
| 9.| Demonstrate how (skills, strategies, techniques) the reading and writing of nonfiction is developed in primary and intermediate grades. | -Individual Portfolio  
-Exam                               | ACEI: 2.1, 3.1  
ABTS: 4, 5                      | Intellectual Vitality            |
|10.| Apply knowledge of text structure in planning and teaching literacy.            | -Lesson Plan (SBA)  
-Literacy Case Study (SBA)          | ACEI: 2.1, 3.1  
ABTS: 4                      | Intellectual Vitality            |
|11.| Demonstrate how (skills, strategies, methods) comprehension is developed in primary and intermediate grades. | -Individual Portfolio  
-Exam                               | ACEI: 2.1, 3.1  
ABTS: 4, 5                      | Intellectual Vitality            |
|12.| Conduct research on issues of literacy that are currently before the State of Alaska. | Research Project                  | ACEI: 2.1, 5.1  
ABTS: 4, 8                      | Leadership                     |
|13.| Apply knowledge of ‘sustaining talk’ in literacy development.        | Lesson Plan (SBA)                  | ACEI: 2.1, 3.1  
ABTS: 4, 5                      | Intellectual Vitality            |
|14.| Explain types of assessments relevant to literacy instruction and the relationship of assessment to teaching. | -Literacy Case Study (SBA)  
-Individual Portfolio            | ACEI: 2.1, 4.0  
ABTS: 4, 5                      | Intellectual Vitality            |

* ACEI: Association for Childhood Education International  
ABTS: Alaska Beginning Teacher Standards  
** SBA: Standards-Based Assessment
IV. Course Level Justification
The course builds on coursework in Arts and Sciences, education, child
development, and field experiences in elementary classrooms. This course begins
the sequence of upper division methods courses.

V. Course Outline
1.0 Becoming an Effective Teacher of Reading
   1.1 How children learn
   1.2 Understanding the reading and writing processes
   1.3 Understanding literacy as a language process
   1.4 Scaffolding literacy experiences
   1.5 Organizing for instruction: instructional approaches
   1.6 Differentiation of instruction

2.0 Teaching the Language Arts
   2.1 Development of reading, writing, speaking and listening
   2.2 Frameworks for teaching reading and writing
   2.3 Conducting workshops
   2.4 Using technology
   2.5 Sustaining talk

3.0 Assessing and Developing Literacy Development
   3.1 Phonics and phonemic awareness
   3.2 Fluency
   3.3 Comprehensive tests in reading
   3.4 Relationship of assessment and instruction
   3.5 Portfolios and self-assessment

4.0 Word Study
   4.1 Stages of spelling development
   4.2 Vocabulary development
   4.3 Affixes, roots, homophones, homographs, figurative language

5.0 Comprehension and Understanding
   5.1 Micro, integrative, macro, elaborative and meta-cognitive processing
   5.2 Skills and strategies
   5.3 Using writing to promote comprehension
   5.4 Development of story structure and literature study
   5.5 Questioning
   5.6 Discussion
   5.7 Other generic and specific methods

6.0 Reading and Writing Narrative
   6.1 Elements of fiction
   6.2 Reading fluency
   6.3 Reading aloud
6.4 Integrating reading and writing
6.5 Genre, book study and discussion
6.6 Including poetry
6.7 Craft elements in fiction and nonfiction writing

7.0 Reading and Writing in the Content Areas
   7.1 Structure of text
   7.2 Content area textbooks
   7.3 Integrated language arts curriculum
   7.4 Thematic units
   7.5 Integrating children’s literature

8.0 Literacy in Alaska
   8.1 No Child Left Behind
   8.2 Alaska Native languages and bilingualism
   8.3 Student achievement
   8.4 Culturally relevant content and curriculum
   8.5 Culturally relevant teaching

9.0 Exploring New Literacies
   9.1 The internet: blogs, text messaging, wikis, etc.
   9.2 Dynamic nature of language
   9.3 Popular culture
   9.4 Visual literacies

VI. Suggested Texts

International Reading Association Professional Standards and Ethics Committee. (2003). *Standards for reading professionals*. Newark, DE:

International Reading Association.


Merrill Prentice Hall
VII. Bibliography


# Course Action Request

**University of Alaska Anchorage**

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

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<td>☑ Academic</td>
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| 8. Type of Action: | ☑ Add | ☑ Change | ☐ Delete |

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

- ☑ Prefix
- ☑ Credits
- ☑ Title
- ☐ Grading Basis
- ☑ Course Description
- ☑ Cross-Listed/Stacked
- ☑ Co-requisites
- ☑ Registration Restrictions
- ☐ Other Restrictions
- ☑ Class |
| ☑ Level |
| ☐ College |
| ☐ Major |
| ☐ Class |
| ☐ Level |

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<td>☑ P/NP</td>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>List any programs or college requirements that require this course.</th>
</tr>
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<tbody>
<tr>
<td>1. BAEL</td>
<td>146, 373</td>
</tr>
<tr>
<td>2. Post-baccalaureate Certificate, EC</td>
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<td>3. BAEC</td>
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<th>Initiator Name (typed):</th>
<th>Timothy Jester</th>
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<table>
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<th>13b. Coordination Email</th>
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<tr>
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<th>Date: February 2, 2010</th>
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<tr>
<th>14. General Education Requirement</th>
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</thead>
<tbody>
<tr>
<td>☑ Oral Communication</td>
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<tr>
<td>☑ Written Communication</td>
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<tr>
<td>☑ Quantitative Skills</td>
</tr>
<tr>
<td>☑ Humanities</td>
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<td>☑ Fine Arts</td>
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<td>☑ Social Sciences</td>
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<td>☑ Natural Sciences</td>
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<td>☑ Integrative Capstone</td>
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</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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Methodology and materials used in elementary social studies classrooms. Review of current research regarding P-6 student learning and conceptual development in social studies and corresponding pedagogies. Examines content selection, assessment, and curriculum design within a culturally responsive framework.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<td>N/A</td>
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<th>16d. Other Restriction(s)</th>
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<td>☑ College</td>
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</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to Department of Teaching and Learning and enrolled in EDEL A395 or EDEC A495</td>
</tr>
</tbody>
</table>

| 17. | Mark if course has fees | Maintain current fee |

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

| 19. | Justification for Action |
|--------------------------------|

Course meets Association of Childhood International and Alaska Beginning Teacher standards. Changes reflect the developmental structure and organization of programs and increased emphasis on culturally responsive education. Number and co-requisites changed to reflect social studies, literacy, and diversity block. Prerequisites(s) and registration restrictions changed to reflect transition points.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approval Options</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timothy Jester</td>
<td></td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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<tr>
<td>Dean/Director of School/College</td>
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<tr>
<td>Department Chairperson</td>
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<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<td>Provost or Designee</td>
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<td></td>
<td>Disapproved</td>
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</table>
Course Action Request
Box13.a Impacted Courses or Programs: Additional Table

Course Prefix, Number, and Title:
EDEL A327: Teaching Social Studies in Elementary Schools

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Post-baccalaureate Certificate, Early Childhood Pre-K-Third Grade</td>
<td>N/A</td>
<td>February 1, 2010</td>
<td>Hilary Seitz</td>
</tr>
<tr>
<td>5. Kenai College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Jane Pitcock</td>
</tr>
<tr>
<td>6. Mat-Su College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Marc Robinson</td>
</tr>
<tr>
<td>7. Kodiak College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Kitty Deal</td>
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<tr>
<td>8. Department of Teaching and Learning</td>
<td>N/A</td>
<td>February 4, 2010</td>
<td>Jim Powell</td>
</tr>
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<td>9. Prince William Sound Community College</td>
<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
</tr>
</tbody>
</table>
I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE
Department: EDTL
Course Prefix: EDEL
Course Number: A327
Title: Teaching Social Studies in Elementary Schools
Credits: 2.0
Contact Hours 2 + 0
Grading Basis: A-F
Implementation Date: Fall 2011

Course Description: Methodology and materials used in elementary social studies classrooms. Review of current research regarding P-6 student learning and conceptual development in social studies and corresponding pedagogies. Examines content selection, assessment, and curriculum design within a culturally responsive framework.

Course Prerequisite: N/A
Test Scores: N/A
Corequisite(s): N/A
Registration Admission to Department of Teaching and Learning and enrolled in EDEL A395 or EDEC A495
Restrictions: 
Course Fee: Yes  No
III. Instructional Goals, Student Outcomes, and Assessment Procedure

A. Instructional Goals
The instructor will:

1. Explain foundations of social studies education in elementary schools including socio-political and academic purposes and goals, relationship to core disciplines, trends, and links to culturally responsive teaching and social and emotional learning.

2. Present principles and methods of assessment in social studies education.

3. Present principles and examples of learning activities in social studies education.

4. Explain curriculum design relevant to standards-based (national and state standards) social studies education.

B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Present the purpose and goals of social studies in K-6 education explaining the relationship to core disciplines, trends, and links to culturally responsive teaching framework and social and emotional learning.</td>
<td>- Lesson Plan **(SBA) -Unit plan -Written essay -Reflective journal</td>
<td>ACEI: 2.4, 3.1, 3.2, 3.3, 3.4, 3.5 ABTS: 4, 5</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inclusiveness and Equity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collaborative Spirit</td>
</tr>
<tr>
<td>2. Critique and design assessment activities in social studies education.</td>
<td>- Lesson Plan (SBA) -Written essay -Reflective journal -In-class discussion</td>
<td>ACEI: 2.4, 3.1, 4.0 ABTS: 4, 5</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>3. Critique and design learning activities in social studies education.</td>
<td>- Lesson Plan (SBA) -Written essay -Reflective journal -In-class discussion</td>
<td>ACEI: 2.4, 3.1, 3.2, 3.3, 3.4, 3.5 ABTS: 4, 5</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>4. Design social studies curriculum incorporating national (NCSS), state, and/or school district standards.</td>
<td>- Lesson Plan (SBA) -Unit plan -Reflective journal</td>
<td>ACEI: 2.4, 3.1 ABTS: 4, 5</td>
<td>Intellectual Vitality</td>
</tr>
</tbody>
</table>

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards
**SBA: Standards-Based Assessment
IV. Course Level Justification
This course builds on previous coursework in Arts and Sciences, education, and child development; requires application of theories, content, and pedagogies in P-6 field experience.

V. Course Outline
1.0 Overview of Social Studies in Elementary Education
   1.1 Purposes and goals of social studies
   1.2 Elementary social studies and core humanities and social science disciplines
   1.3 Trends in elementary social studies
   1.4 Culturally responsive teaching as framework for teaching social studies
   1.5 Social and emotional learning in social studies

2.0 Assessment in Social Studies
   2.1 Purposes of assessment in social studies
   2.3 Learning theory and assessment
   2.4 Culturally responsive teaching and assessments in social studies

3.0 Learning Activities in Social Studies
   3.1 Learning theory and engaging social studies learning activities
   3.2 Culturally responsive teaching and learning activities
   3.3 Learning activities facilitating critical thinking and problem solving
   3.4 Learning activities and the learning environment (classroom management)
   3.5 Learning activities and social emotional learning
   3.6 Learning activities and democratic citizenship in the classroom
   3.7 Incorporating children’s literature

4.0 Social Studies Curriculum
   4.1 National Council of the Social Studies standards
   4.2 Alaska State Standards
   4.3 Alaska school districts’ standards
   4.4 Culturally responsive curriculum framework
   4.5 Integrated curriculum design
   4.6 Lesson plans
   4.7 Unit design

VI. Suggested Text(s)


VII. Bibliography


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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>1. BAEEL</td>
<td>146, 372</td>
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<td>2. Department of Teaching and Learning</td>
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<td>2/4/2010</td>
<td>Jim Powell</td>
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Initiator Name (typed): Timothy Jester  Initiator Signed Initials: _________  Date:________________

13b. Coordination Email: Date: 3/15/2010  submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison: Date: February 2, 2010

14. General Education Requirement
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)
Integrates theoretical knowledge of culturally responsive teaching with elementary classroom experiences. Emphasizes practices in teaching Alaska Natives, English language learners, and other students of diversity in Alaska’s elementary classrooms.

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

16b. Test Score(s) N/A

16c. Co-requisite(s) (concurrent enrollment required) EDEL A325, EDEL A327, EDEL A395

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

16e. Registration Restriction(s) (non-codable) Admission to Department of Teaching and Learning

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
Course reflects program goal to prepare culturally responsive educators and meets accreditation standards of Association of Childhood International. Course supports the developmental structure and organization of the Elementary Education programs.

Initiator (faculty only) Date

Timothy Jester
Initiator (TYPE NAME)

<table>
<thead>
<tr>
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<th>Disapproved</th>
<th>Date</th>
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Disapproved Undergraduate/Graduate Academic Date

Disapproved Board Chairperson

Approved Provost or Designee Date

Disapproved Provost or Designee Date
Course Prefix, Number, and Title:  
**EDEL A392: Elementary Seminar I: Culturally Responsive Teaching**

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>4. Mat-Su College</td>
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<td>Marc Robinson</td>
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<td>5. Kodiak College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Kitty Deal</td>
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<td>6. Prince William Sound Community College</td>
<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
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Date Initiated: Fall 2009

Information for the Course Action Request

College/School: EA COE
Department: EDTL
Course Prefix: EDEL
Course Number: A392
Credits: 2.0
Contact Hours: 2 + 0
Title: Elementary Education Seminar I: Culturally Responsive Teaching
Grading Basis: A-F
Implementation Date: Fall 2010
Course Description: Integrates theoretical knowledge of culturally responsive teaching with elementary classroom experiences. Emphasizes practices in teaching Alaska Natives, English language learners, and other students of diversity in Alaska’s elementary classrooms.
Course Prerequisite(s): N/A
Test Scores: N/A
Corequisite(s): EDEL A325, EDEL A327, EDEL A395
Registration Restrictions: Admission to Department of Teaching and Learning
Course Fee: No
### III. Instructional Goals and Student Outcomes

#### A. Instructional Goals

The instructor will:

1. Facilitate student’s exploration of sociocultural autobiography and make connections to teaching in Alaska with emphasis on Alaska Native education, English language learners, and other students of diversity in Alaska.

2. Provide opportunities for student to develop knowledge, skills, and dispositions for implementing a culturally responsive teaching approach.

3. Review and extend observation strategies learned in EDEL A205, providing opportunities for student to develop and apply these skills in examining children’s learning.

4. Facilitate student’s critical analysis of curriculum, pedagogy, assessments, and learning environment to examine bias, privilege, and sociocultural context of education.

5. Guide the exploration of methodologies for teaching content to English language learners.

#### B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
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</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, the student will be able to do the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Present sociocultural autobiography explaining implications for teaching in Alaska’s sociocultural context using examples from concurrent field experience.</td>
<td>- Autobiography Project&lt;br&gt;- In-class Discussion</td>
<td>ACEI: 3.2, 5.1&lt;br&gt;ABTS: 3, 8</td>
<td>Inclusiveness and Equity Leadership</td>
</tr>
<tr>
<td>2. Explain culturally responsive teaching in the context of concurrent field experience.</td>
<td>- Written Report&lt;br&gt;- Oral Report&lt;br&gt;- In-class Discussion</td>
<td>ACEI: 3.1, 3.2&lt;br&gt;ABTS: 2, 3</td>
<td>Inclusiveness and Equity Intellectual Vitality</td>
</tr>
<tr>
<td>3. Integrate observation and listening skills applying different ways of knowing to examine children’s learning, drawing from examples in concurrent field experience.</td>
<td>- Reflective journal&lt;br&gt;- In-class Discussion</td>
<td>ACEI: 3.2, 3.5&lt;br&gt;ABTS: 2, 3, 4, 5, 6</td>
<td>Inclusiveness and Equity Intellectual Vitality</td>
</tr>
<tr>
<td>4. Describe and critique curriculum, pedagogy, assessments, and learning environment with focus on bias, privilege, and using examples from concurrent field experience.</td>
<td>- Oral Report&lt;br&gt;- Written Report&lt;br&gt;- Class Discussion</td>
<td>ACEI: 3.1, 3.2&lt;br&gt;ABTS: 3, 4, 5, 6</td>
<td>Inclusiveness and Equity Intellectual Vitality</td>
</tr>
<tr>
<td>5.</td>
<td>Identify methodologies for teaching content to English language learners using examples in concurrent field experience.</td>
<td>Lesson Plans with Sheltered Instruction -Observation Protocol (SIOP) or Commitments in Practice</td>
<td>ACEI: 3.2 ABTS: 3, 5</td>
</tr>
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</tbody>
</table>

* ACEI: Association for Childhood Education International  
ABTS: Alaska Beginning Teacher Standards

**IV. Course Level Justification**
This course builds on previous coursework in Arts and Sciences content, education, and child development.

**V. Course Outline**

1.0 Sociocultural Autobiography  
1.1 Conceptions of self and other: developing sociocultural consciousness  
1.2 Sociocultural autobiography  
1.3 Sociocultural context of education in Alaska  
1.4 Alaska classroom context: Alaska Natives, English language learners, and other diverse students

2.0 Culturally Responsive Teaching (CRT)  
2.1 Learning theory and CRT  
2.2 Teacher attitudes, beliefs and expectations  
2.3 Learning environment  
2.4 Curriculum  
2.5 Pedagogy  
2.6 Assessment

3.0 Listening and Observation: Diverse Ways of Seeing, Knowing, and Interpreting  
3.1 Listening, observing, and interpreting  
3.2 Classroom environments  
3.3 Curriculum  
3.4 Pedagogy  
3.5 Assessment

4.0 Learning Environment  
4.1 Culturally inclusive learning environment  
4.2 Social relations  
4.3 Communication

5.0 Curriculum  
5.1 Conceptions of knowledge: funds of knowledge  
5.2 Connecting curriculum to families and community
5.3 Bias and privilege
5.4 Deficit model: manifestations and alternatives
5.5 Alaska Cultural Standards
5.6 Alaska Content and Performance Standards

6.0 Pedagogy
6.1 Prior knowledge: funds of knowledge
6.2 Engaging and inclusive practices
6.3 Methods for teaching content to English language learners

7.0 Assessment
7.1 Assessment as engendering competence
7.2 Cultural implications of assessments

VI. Suggested Texts

Alaskool [website]: http://www.alaskool.org

Alaska Native Knowledge Network [website]: http://www.ankn.uaf.edu/


VII. Bibliography


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

1a. School or College
EA COE

1b. Division
No Division Code

1c. Department
EDTL

2. Course Prefix
EDEL

3. Course Number
A395

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
2

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

6. Complete Course Title
Elementary Education Practicum I: Diversity, Literacy, Social Studies
Elem Pract I: Diversity/Lit/SS
Abbreviated Title for Transcript (30 character)

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

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

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

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

10. Grading Basis ☐ A-F ☐ P/ NP ☐ NG

11. Implementation Date
semester/year

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

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<tbody>
<tr>
<td>1. BAEEL</td>
<td>144, 372</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Department of Teaching and Learning</td>
<td>N/A</td>
<td>2/4/2010</td>
<td>Jim Powell</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Timothy Jester Initiator Signed Initials: _________ Date: __________

13b. Coordination Email
Date: 3/15/2010

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

13c. Coordination with Library Liaison
Date: February 2, 2010

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

15. Course Description (suggested length 20 to 50 words)
Supervised practicum in a K-6 education facility with children from diverse sociocultural backgrounds. Supports development of culturally responsive teaching practices through observing classrooms, interacting with elementary students and educational professionals, and teaching literacy and social studies curriculum.

Special Note: Placement must be arranged and supervised by the College of Education. Partners may limit registration.

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

16b. Test Score(s)
N/A

16c. Co-requisite(s) (concurrent enrollment required)
EDEL A325, EDEL A327, EDEL A392

16d. Other Restriction(s) (list prefix and number)
☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)
Admission to Department of Teaching and Learning

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course reflects program goal to prepare culturally responsive educators and meets standards of Association of Childhood International. Course reflects the developmental structure and organization of the Elementary Education programs.

Initiator (faculty only) Date
Timothy Jester
Initiator (TYPE NAME)

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

☒ Approved ☐ Disapproved
Undergraduate/Graduate Academic Date

☒ Approved ☐ Disapproved
Board Chairperson Date

☒ Approved ☐ Disapproved
Provost or Designee Date
Course Prefix, Number, and Title:
EDEL A395: Elementary Education Practicum I: Diversity, Literacy, Social Studies

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>4. Mat-Su College</td>
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<td>Marc Robinson</td>
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<td>February 3, 2010</td>
<td>Kitty Deal</td>
</tr>
<tr>
<td>6. Prince William Sound Community College</td>
<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
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</tbody>
</table>
Date Initiated: Fall 2009

Information for the Course Action Request

College/School: EA COE
Department: EDTL
Course Prefix: EDEL
Course Number: A395
Credits: 2
Contact Hours: 0 + 6
Title: Elementary Education Practicum I: Diversity, Literacy, Social Studies
Grading Basis: P/NP
Implementation Date: Fall 2010

Course Description: Supervised practicum in a K-6 education facility with children from diverse sociocultural backgrounds. Supports development of culturally responsive teaching practices through observing classrooms, interacting with elementary students and educational professionals, and teaching literacy and social studies curriculum. Special Note: Placement must be arranged and supervised by the College of Education. Partners may limit registration.

Course Prerequisite(s): N/A
Test Scores: N/A
Corequisite(s): EDEL A325, EDEL A327, EDEL A392
Registration Restrictions: Admission to Department of Teaching and Learning
Course Fee: Yes
III. Instructional Goals and Student Outcomes

A. Instructional Goals

The instructor will:

1. Observe and provide feedback to practicum student about strategies for establishing a culturally inclusive learning environment while teaching literacy and social studies to elementary students.

2. Observe and provide feedback to practicum student about connecting literacy lessons to elementary students’ sociocultural contexts.

3. Observe and provide feedback to practicum student about connecting social studies lessons to elementary students’ sociocultural contexts.

4. Observe and provide feedback to practicum student about instructional strategies that connect to and build on elementary students’ funds of knowledge.

5. Observe and provide feedback to practicum student about culturally responsive assessment strategies that inform curricular and instructional decisions.

B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, the student will be able to do the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **1.** Design, implement, and reflect on strategies for establishing a culturally inclusive learning environment while teaching literacy. | - Practicum I Evaluation  
- Reflective Journal | ACEI: 3.2  
ABTS: 3, 6 | Inclusiveness and Equity Collaborative Spirit |
| **2.** Design, implement, and reflect on strategies for establishing a culturally inclusive learning environment while teaching social studies. | - Practicum I Evaluation  
- Reflective Journal | ACEI: 3.2  
ABTS: 3, 6 | Inclusiveness and Equity Collaborative Spirit |
| **3.** Design, implement, and reflect on literacy lessons that connect to students’ sociocultural contexts. | - Practicum I Evaluation  
- Reflective Journal | ACEI: 3.2  
ABTS: 3, 5 | Inclusiveness and Equity Collaborative Spirit |
| **4.** Design, implement, and reflect on social studies lessons that connect to students’ sociocultural contexts. | - Practicum I Evaluation  
- Reflective Journal | ACEI: 3.2  
ABTS: 3, 5 | Inclusiveness and Equity Collaborative Spirit |
| **5.** Implement a variety of instructional strategies that connect to and build on students’ funds of knowledge while teaching literacy and social studies. | - Practicum I Evaluation  
- Reflective Journal | ACEI: 1.0, 3.2  
ABTS: 3, 5 | Inclusiveness and Equity Collaborative Spirit |
6. Implement a variety of culturally responsive assessment strategies that inform curricular and instructional decisions while teaching literacy and social studies.

-Pacticum I Evaluation
-Reflective Journal

ACEI: 4.0
ABTS: 3, 5
Inclusiveness and Equity Collaborative Spirit

* ACEI: Association for Childhood Education International
  ABTS: Alaska Beginning Teacher Standards

IV. Course Level Justification

This course builds on previous Arts and Sciences and education coursework in diversity, literacy, and social sciences. It also builds on prior knowledge of child development.

V. Course Outline

Weeks 1-3
1.0 Assignment to Host Schools and Observations
   1.1 Meet mentor teacher and clinical faculty
   1.2 Apply observation strategies to become familiar with school and classroom procedures and policies focusing on elementary student diversity
   1.3 Apply observation strategies to become familiar with mentor’s classroom routines, instructional programs and expectations, teaching philosophy and practice
   1.4 Apply observation strategies to become familiar with the classroom environment facilitated by the mentor and how it supports learning and reflects a culturally responsive model

2.0 Review of Practicum Requirements and Expectations with Mentor
   2.1 Review expectations for developing proficiencies in culturally responsive teaching
   2.2 Integrate and plan implementation of assignments from literacy course EDEL A325
   2.3 Integrate and plan implementation of assignments from the social studies course EDEL A327
   2.4 Review course objectives
   2.5 Review course outcomes and assessments
   2.6 Review school and teacher activity schedule and plan for elementary student participation

Weeks 4-15
3.0 Participate in Classroom and School-Based Activities, as Assigned
   3.1 Interact with elementary students and classroom personnel
   3.2 Design, plan and teach literacy and social studies in coordination with mentor and methods class instructors
3.3 Co-teach with mentor, as appropriate
3.4 Participate in and become familiar with assessment as conducted in the classroom
3.5 Discuss all aspects of practicum with mentor teacher on regular basis
3.7 Observe and interact with school-based professionals working with English language learners

4.0 Observe and Practice Classroom Management
4.1 Discuss expectations for elementary student behavior with mentor
4.2 Discuss and observe mentor’s style and plan for classroom management
4.3 Assume responsibility for implementing classroom management when teaching literacy and social studies
4.4 Discuss challenges with mentor and clinical faculty as appropriate

5.0 Reflect on Teaching Practice, the Development of Interpersonal Skills and Professional Commitments
5.1 Reflect weekly with mentor
5.2 Practice interpersonal communication strategies when interacting with elementary students, mentor, and other school-based personnel

6.0 Meet with Clinical Faculty for Formative and Summative Assessments
6.1 Arrange observation schedule with clinical faculty
6.2 Participate in all evaluation requirements
6.3 Discuss progress and difficult issues on a regular basis

VI. Suggested Texts


VII. Bibliography


*Indicates classic text
### 1a. School or College
EA COE

### 1b. Division
No Division Code

### 1c. Department
EDTL

### 2. Course Prefix
EDEL

### 3. Course Number
A426

### 4. Previous Course Prefix & Number
N/A

### 5a. Credits/CEUs
3

### 5b. Contact Hours
(3+0)

### 6. Complete Course Title
Teaching Mathematics in Elementary Schools

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Other Goals, outcomes, outline (please specify)

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

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

### 11. Implementation Date
From: Spring/2012  To: /9999

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

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

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

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<tr>
<td>1. BAEI</td>
<td>N/A</td>
<td>February 1, 2010</td>
<td>Dean Konopasek, Chair, CASE</td>
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<td>2. Initial Cert. Concentration, Sp Ed Grad Cert</td>
<td>N/A</td>
<td>February 1, 2010</td>
<td>Dean Konopasek, Chair, CASE</td>
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<tr>
<td>3. Kenai College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Jane Pitcock</td>
</tr>
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</table>

Initiator Name (typed): Timothy Jester  Initiator Signed Initials: _________  Date: __________

### 13b. Coordination Email
Date: 3/15/2010

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

### 13c. Coordination with Library Liaison
Date: February 2, 2010

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

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

### 15. Course Description (suggested length 20 to 50 words)
Methodology and materials used in the elementary mathematics classroom. Focuses on the mathematics topics typically taught in elementary schools and research-based methods for teaching children.

### 16a. Course Prerequisite(s) (list prefix and number)
EDEL A395

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

### 16e. Registration Restriction(s) (non-codable)
Admission to Department of Teaching and Learning

### 17. Mark if course has fees
Maintain current fee

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

### 19. Justification for Action

Updates made to goals, outcomes, and outline align with state and national standards. Description changed because concurrent enrollment in internship is no longer required. Prerequisites changed to reflect new program sequence and co-requisites added to reflect the learning environment, mathematics, and science block in Elementary Education programs. Registration restrictions changed to reflect transition points in the Elementary Education programs.

Initiator (faculty only)

<table>
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<td>Provost or Designee Date</td>
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Course Action Request
Box13.a Impacted Courses or Programs: Additional Table

Course Prefix, Number, and Title:
EDEL A426: Teaching Mathematics in Elementary Schools

<table>
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<tr>
<th>Impacted Program/Course</th>
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<td>February 3, 2010</td>
<td>Kitty Deal</td>
</tr>
<tr>
<td>6. Department of Teaching and Learning</td>
<td>N/A</td>
<td>February 4, 2010</td>
<td>Jim Powell</td>
</tr>
<tr>
<td>7. Prince William Sound Community College</td>
<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
</tr>
</tbody>
</table>
I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE
Department: EDTL
Course Prefix: EDEL
Course Number: A426
Title: Teaching Mathematics in Elementary Schools
Credits: 3.0
Contact Hours: 3 + 0
Grading Basis: A-F
Implementation Date: Spring 2012
Course Description: Methodology and materials used in the elementary mathematics classroom. Focuses on the mathematics topics typically taught in elementary schools and research-based methods for teaching children.
Course Prerequisite(s): EDEL A395
Test Score (s): N/A
Corequisite(s): EDEL A428, EDEL A492A, EDEL A495C
Registration Restriction: Admission to Department of Teaching and Learning
Course Fee: Yes
### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructor Goals:
The instructor will:

1. Explain guiding principles for mathematics in elementary education emphasizing culturally responsive practices.

2. Demonstrate mathematical processes in elementary math curriculum.

3. Present and explain mathematical topics relevant to mathematics in elementary education.

4. Explain curriculum design strategies and guide students through critiques of math curricula.

5. Model and explain effective math instruction connected to learning theory, including differentiated instruction.

6. Explain processes and strategies used to develop math confidence and build number sense.

7. Present a variety of assessment strategies for formative and summative assessment.

#### B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th><em>Standards Met</em></th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply guiding principles for mathematics in elementary education to design and implement culturally responsive math learning activities.</td>
<td>Lesson plans <strong>(SBA) -Student Work Sample (SBA)</strong></td>
<td>ACEI: 2.3, 3.1 ABTS: 4</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>2. Identifies mathematical processes relevant to mathematics in elementary education and integrates these into math instruction.</td>
<td>-Lesson plans (SBA) -In-class discussion -Student Work Sample (SBA)</td>
<td>ACEI: 2.3, 3.1 ABTS: 4</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>3. Incorporates core mathematical topics into lesson plans.</td>
<td>-Lesson plans (SBA) -Student Work Sample (SBA)</td>
<td>ACEI: 2.3, 3.1 ABTS: 4, 5</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>4. Designs and critiqued math curricula applying a variety of design strategies including integrating math across content areas.</td>
<td>-Lesson plans (SBA) -Reflective journal -In-class Discussion -Student Work Sample (SBA)</td>
<td>ACEI: 2.3, 3.1 ABTS: 4, 5</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>5. Presents effective math instruction, including differentiated instruction, grounded in learning theory.</td>
<td>-Lesson plans (SBA) -In-class presentation -Student Work Sample (SBA)</td>
<td>ACEI: 1.0, 2.3, 3.2 ABTS: 4, 5</td>
<td>Intellectual Vitality Inclusiveness and Equity</td>
</tr>
</tbody>
</table>
6. Designs learning activities that apply processes and strategies that assist K-6 students in developing number sense and their confidence in learning mathematics.

- Lesson plans (SBA)
- Reflective journal
- Student Work Sample (SBA)

ACEI: 2.3, 3.1
ABTS: 4, 5

Intellectual Vitality
Collaborative Spirit

7. Assesses K-6 students’ learning of math through variety of formative and summative assessment strategies.

- Lesson plans (SBA)
- Student Work Sample (SBA)

ACEI: 2.3, 4.0
ABTS: 4, 5

Intellectual Vitality

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards
** SBA: Standards-Based Assessment

IV. Course Level Justification
The course requires students to apply knowledge and skills developed in previous courses in mathematics, child development, and education as well as in formal field experiences in elementary classrooms.

V. Course Outline
1.0 Guiding Principles for Mathematics in Elementary Education
   1.1 Equitable opportunity to learn for all students in a culturally responsive framework
   1.2 Learning theories in math education
   1.3 Curriculum coherence, focus, and articulation
   1.4 Teaching for understanding
   1.5 Learning differences and cultural diversity
   1.6 Multiple means of classroom assessment
   1.7 Appropriate use of technology

2.0 Mathematical Processes
   2.1 Problem solving
   2.2 Reasoning and proof
   2.3 Communication
   2.4 Connections
   2.5 Representation

3.0 Mathematical Topics
   3.1 Number and operations
   3.2 Meanings of operations
   3.3 Basic facts
   3.4 Place values
   3.5 Whole number computation and estimation
   3.6 Algebra
   3.7 Geometry
   3.8 Measurement
   3.9 Data analysis and probability
4.0 Teaching Math
   4.1 Curriculum design models (e.g. integrated curriculum)
   4.2 National and state standards in mathematics
   4.3 Instructional strategies
   4.4 Planning for instruction
   4.5 Integrating technology in mathematics instruction
   4.6 Assessment in elementary mathematics

VI. Suggested Texts


VII. Bibliography


### Course Action Request

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

**Initiator (TYPE NAME)**

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<tbody>
<tr>
<td><strong>EA COE</strong></td>
<td>No Division Code</td>
<td>EDTL</td>
</tr>
</tbody>
</table>

**2. Course Prefix**  
EDEL

**3. Course Number**  
A428

**4. Previous Course Prefix & Number**  
N/A

**5a. Credits/CEUs**  
2

**5b. Contact Hours**  
(Lecture + Lab) (2+0)

**6. Complete Course Title**  
Teaching Science in Elementary Schools  
Teach/Science in Elem Schs

**Abbreviated Title for Transcript (30 character)**  
Teach/Science in Elem Schs

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

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

*If a change, mark appropriate boxes:*

- Prefix
- Credits
- Repeat Status
- Title
- Course Description
- Contact Hours
- Course Prerequisites
- Cross-Listed/Stacked
- Co-requisites
- Registration Restrictions
- Class
- Level
- College
- Major
- Other Restrictions
- Other Goals, outcomes, outline (please specify)

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

**10. Grading Basis**  
- [X] A-F  
- [ ] P/NC  
- [ ] NG

**11. Implementation Date**  
- **date:** March 15, 2010

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

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

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

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<td>N/A</td>
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</table>

**Initiator Name (typed):**  
Timothy Jester

**Initiator Signed Initials:**  
_______

**Date:**  
_______

**13b. Coordination Email**  
Date: **3/15/2010**

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

**13c. Coordination with Library Liaison**  
Date: **February 2, 2010**

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

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

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

**16a. Course Prerequisite(s) (list prefix and number)**  
EDEL A395

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

**16c. Co-requisite(s) (concurrent enrollment required)**  
EDEL A426, EDEL A492A, EDEL A495C

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

**16e. Registration Restriction(s) (non-codable)**  
Admission to Department of Teaching and Learning

**17. Mark if course has fees**  
- [ ] Maintain current fee

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

**19. Justification for Action**  
Updates to goals, outcomes, and outline reflect national and state standards. Description changed because concurrent enrollment in internship is no longer required. Prerequisites changed to reflect program sequence and co-requisites added to reflect the learning environment, mathematics, and science block in Elementary Education programs. Registration restrictions changed to reflect transition points in the Elementary Education programs.

**Initiator (faculty only):**  
Timothy Jester

**Initiator (TYPE NAME):**  
_______

**Date:**  
_______

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

**Disapproved**  
_______

**Approved**  
Undergraduate/Graduate Academic Board Chairperson

**Disapproved**  
_______

**Approved**  
Provost or Designee

**Disapproved**  
_______
Course Action Request
Box13.a Impacted Courses or Programs: Additional Table

Course Prefix, Number, and Title:
EDEL A428: Teaching Science in Elementary Schools

<table>
<thead>
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<td>5. Kodiak College</td>
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<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
</tr>
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</table>
I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE
Department: EDTL
Course Prefix: EDEL
Course Number: A428
Title: Teaching Science in Elementary Schools
Credits: 2.0
Contact Hours: 2 + 0
Grading Basis: A-F
Implementation Date: Spring 2012
Course Description: An inquiry-based approach to teaching science. Explores standards-based teaching and learning in K-6 classrooms.
Course Prerequisite(s): EDEL A395
Test Score(s): N/A
Corequisite(s): EDEL A426, EDEL A492A, EDEL A495C
Registration Restriction: Admission to Department of Teaching and Learning
Course Fee: Yes
### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructor Goals:
The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain elementary level science concepts, principles, theories, and laws and their connections to Alaska and national content standards.</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss the nature of science, scientific habits of mind, and inquiry/research methods used in scientific disciplines; explain connection to instructional planning.</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate culturally responsive instructional planning and explain connections to Alaska, local community, to the daily lives of students, and to broader societal issues, including cost/benefit analysis.</td>
</tr>
<tr>
<td>4.</td>
<td>Model and explain inquiry-based science instructional strategies explaining connections to learning theory.</td>
</tr>
<tr>
<td>5.</td>
<td>Identify a variety of strategies for formative, interim, and summative assessments.</td>
</tr>
<tr>
<td>6.</td>
<td>Address science materials management in an inquiry-based environment and present legal and ethical responsibilities, including classroom safety, care and use of animals, and maintenance and disposal of materials.</td>
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</tbody>
</table>

#### B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
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</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, the student will be able to do the following:</td>
<td></td>
<td>ACEI: 2.2, 3.4 ABTS: 4</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>1.</td>
<td>Engage children in learning major concepts, principles, theories, laws, and connecting to AK and national science content standards.</td>
<td>-Lesson plan **(SBA) -Curriculum unit</td>
<td>Intellectual Vitality</td>
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<tr>
<td>2.</td>
<td>Design learning activities that engage children in the study of the nature of science including scientific habits of mind and inquiry/research methods.</td>
<td>-Lesson plan (SBA) -Curriculum unit -Reflective journal</td>
<td>ACEI: 2.2, 3.4 ABTS: 4, 5</td>
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<tr>
<td>3.</td>
<td>Prepare lesson plans that are culturally responsive and connect to AK, local community, lives of the students, and broader social context.</td>
<td>-Lesson plan (SBA) -Curriculum unit</td>
<td>ACEI: 2.2, 3.1, 3.2 ABTS: 4, 5</td>
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<td>4.</td>
<td>Implement inquiry-based science instructional strategies grounded in learning theory.</td>
<td>-Lesson plan (SBA) -Curriculum unit -Reflective journal</td>
<td>ACEI: 1.0, 2.2 ABTS: 5</td>
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<td>5.</td>
<td>Use multiple assessment strategies to guide and modify classroom instruction, the classroom environment, or the assessment process.</td>
<td>-Lesson plan (SBA) -Curriculum unit -Reflective journal -In-class discussion</td>
<td>ACEI: 2.2, 4.0 ABTS: 5, 6</td>
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</table>

424
6. Explain legal and ethical responsibilities of teaching science including classroom safety and materials management.

   - Essay
   - In-class presentation
   - Reflective journal

   ACEI: 2.2, 5.1
   ABTS: 8
   Leadership

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards
** SBA: Standards-Based Assessment

IV. Course Level Justification
This course requires students to apply knowledge and skills developed in previous science content courses from Arts and Sciences, as well as courses in child development, education, and formal field experiences in elementary classrooms.

V. Course Outline
1.0 Content Knowledge
   1.1 Elementary science concepts, principles, theories, and laws
   1.2 Nature of science and habits of mind
   1.3 Concepts contained in Grade Level Expectations
   1.4 Alignment of science curriculum to national, state, and district standards
   1.5 Developing scientific literacy
   1.6 Analysis of false or doubtful assertions

2.0 Inquiry/Research
   2.1 Inquiry/research design
   2.2 Reporting results using mathematics

3.0 Planning Instruction and Assessments
   3.1 Inquiry-based learning models
   3.2 Links to learning theory
   3.3 Culturally responsive science teaching
   3.4 Alaska community resources and issues
   3.5 Assessment strategies
   3.6 Using assessments to inform instructional decisions
   3.7 Lesson and unit planning
   3.8 Use of children’s literature

4.0 Safe Learning Environments
   4.1 Materials Management
   4.2 Legal and Ethical Considerations
      4.2.1 Safety issues
      4.2.2 Animal welfare
      4.2.3 Appropriate use of materials: maintenance and disposal

VI. Suggested Texts


VII. Bibliography


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

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>EA COE</td>
<td></td>
<td>EDTL</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>A492A</td>
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**Complete Course Title**

**Elementary Education Seminar II: Learning Environment**

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

**Elem Ed Seminar II: Learn Env**

**Type of Course:**

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

**Type of Action:**

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] College
- [ ] Major
- [ ] Other
- [ ] Level
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions

**Repeat Status No**

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**Grading Basis**

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

**Implementation Date**

- From: Fall/2010
- To: /9999

**Cross Listed with**

- [ ] Stacked with

**Cross Listed Coordination Signature**

**Initiator Name:** Timothy Jester

**Initiator Signed Initials:** __________

**Date:**

- 3/15/2010

**Coordinated Email Date:**

- February 2, 2010

**Mark appropriate box:**

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

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

Integrates theoretical knowledge of learning environments and classroom management with elementary classroom experiences.

Special Note: This course operates in accordance with the K-12 school year calendar, not the University academic year calendar.

**Course Prerequisite(s) (list prefix and number):**

- EDEL A395

**Test Score(s):**

- N/A

**Co-requisite(s) (concurrent enrollment required):**

- EDEL A426, EDEL A428, EDEL A495A

**Other Restriction(s):**

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

**Registration Restriction(s) (non-codable):**

- Admission to Department of Teaching and Learning

**Mark if course has fees**

- [ ]

**Mark if course is a selected topic course**

- [ ]

**Justification for Action**

Course meets standards for preparing teachers to design learning environments and manage classrooms as required by Association for Childhood Education International and Alaska BeginningTeacher Standards. Course reflects the developmental structure and organization of the Elementary Education programs.
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<th>Signature</th>
<th>Date</th>
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<tr>
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<td></td>
<td>Timothy Jester</td>
<td></td>
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<td>Initiator (TYPE NAME)</td>
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<td>Department Chairperson</td>
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<td>Curriculum Committee Chairperson</td>
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<td>Provost or Designee</td>
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Course Action Request
Box13.a Impacted Courses or Programs: Additional Table

Course Prefix, Number, and Title:
EDEL A492A: Elementary Seminar II: Learning Environment

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<th>Chair/Coordinator Contacted</th>
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<td>Marc Robinson</td>
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<td>5. Kodiak College</td>
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<td>Kitty Deal</td>
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<td>6. Prince William Sound Community College</td>
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<td>March 26, 2010</td>
<td>Doug Desorcie</td>
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I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE
Department: EDTL
Course Prefix: EDEL
Course Number: A492A
Credits: 2
Contact Hours: 2+0
Title: Elementary Education Seminar II: Learning Environment
Grading Basis: A-F
Implementation Date: Fall 2010
Course Description: Integrates theoretical knowledge of learning environments and classroom management with elementary classroom experiences.

Special Note: This course operates in accordance with the K-12 school year calendar, not the University academic year calendar.

Course Prerequisite(s): EDEL A395
Test Scores: N/A
Corequisite(s): EDEL A426, EDEL A428, EDEL A495A
Registration Restrictions: Admission to Department of Teaching and Learning
Course Fee: No
### III. Instructional Goals and Student Outcomes

#### A. Instructional Goals

The instructor will:

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<table>
<thead>
<tr>
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<tr>
<td>2.</td>
<td>Facilitate student’s examination of the context of learning in an elementary classroom.</td>
</tr>
<tr>
<td>3.</td>
<td>Lead student’s examination of the role of social relations in an inclusive, engaging learning environment.</td>
</tr>
<tr>
<td>4.</td>
<td>Direct student’s examination of the role of communication in creating an inclusive, engaging learning environment.</td>
</tr>
<tr>
<td>5.</td>
<td>Guide student’s examination of the role of curriculum in creating an inclusive, engaging learning environment.</td>
</tr>
<tr>
<td>6.</td>
<td>Facilitate student’s examination of the role of clear expectations for student performance in creating an inclusive, engaging learning environment.</td>
</tr>
<tr>
<td>7.</td>
<td>Lead student’s examination of instructional strategies that support an inclusive, engaging learning environment.</td>
</tr>
<tr>
<td>8.</td>
<td>Direct student’s development of a classroom management plan to establish an inclusive, engaging learning environment.</td>
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#### B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Apply theories of child development, learning, and motivation to explain the context of learning in an elementary classroom using examples from concurrent field experience in math/science.</strong></td>
<td>-Seminar Discussion -Reflective Journal</td>
<td>ACEI: 1.0, 3.4 ABTS: 6</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>2. <strong>Apply theories of child development, learning, and motivation to explain role of social relations in an inclusive, engaging learning environment using examples from concurrent field experience in math/science.</strong></td>
<td>-Seminar Discussion -Reflective Journal</td>
<td>ACEI: 1.0, 3.4 ABTS: 6</td>
<td>Collaborative Spirit Intellectual Vitality</td>
</tr>
<tr>
<td>3. <strong>Explain the role of communication in creating an inclusive, engaging learning environment; provide examples from concurrent field experience in math/science.</strong></td>
<td>-Seminar Discussion -Reflective Journal</td>
<td>ACEI: 3.5 ABTS: 3, 6</td>
<td>Collaborative Spirit Inclusiveness and Equity Intellectual Vitality</td>
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<tr>
<td>4.</td>
<td>Explain the role of curriculum in creating an inclusive, engaging learning environment, making connections to family and community; provide examples from concurrent field experience in math/science.</td>
<td>-Seminar Discussion -Reflective Journal</td>
<td>ACEI: 3.1, 3.4 ABTS: 5, 6</td>
</tr>
<tr>
<td>5.</td>
<td>Identify examples of setting clear expectations of high standards for elementary students’ performance and explain implications for establishing an inclusive, engaging learning environment; provide examples from concurrent field experience in math/science.</td>
<td>-Seminar Discussion -Reflective Journal</td>
<td>ACEI: 3.5 ABTS: 6</td>
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<tr>
<td>6.</td>
<td>Identify examples of instructional strategies that support an inclusive, engaging learning environment; provide examples from concurrent field experience in math/science.</td>
<td>-Seminar Discussion -Reflective Journal</td>
<td>ACEI: 3.2, 3.4 ABTS: 5, 6</td>
</tr>
<tr>
<td>7.</td>
<td>Present a classroom management plan that establishes an inclusive, engaging learning environment; provide examples from concurrent field experience in math/science.</td>
<td>-Classroom Management Plan -Seminar Discussion -Reflective Journal</td>
<td>ACEI: 3.4 ABTS: 6</td>
</tr>
</tbody>
</table>

* ACEI: Association for Childhood Education International  
ABTS: Alaska Beginning Teacher Standards

### IV. Course Level Justification

This course builds on previous coursework in Arts and Sciences (particularly math and science), education, and child development as well as formal field experiences in elementary classrooms; requires analysis of professional practice.

### V. Course Outline

1.0 Review Theoretical Foundations: Connections to Learning Environment  
   1.1 Child development  
   1.2 Learning  
   1.3 Motivation  

2.0 Learning Environments: Contexts of Learning  
   2.1 Inclusive, engaging learning communities  
   2.2 Components of learning environment
3.0 Social Relations and Learning Environment
   3.1 Group dynamics and motivation
   3.2 Community building
   3.3 Conflict resolution
   3.4 Cooperative learning approach and strategies

4.0 Communication and Learning Environment
   4.1 Listening approaches and skills
   4.2 Other nonverbal communication strategies
   4.3 Intercultural communication

5.0 Curriculum and Learning Environment
   5.1 Curriculum relevancy: Connection to family and community
   5.2 Academically challenging/engaging curriculum

6.0 Teacher Attitudes and Expectations
   6.1 Openness and reflection
   6.2 Asset orientation
   6.3 Communicating expectations

7.0 Instructional Strategies and Learning Environment
   7.1 Inquiry
   7.2 Cooperative learning approach and strategies
   7.3 Critical questioning
   7.4 Simulations

8.0 Classroom Management Plan
   8.1 Rationale
   8.2 Rhythm, routine, and procedures
   8.3 Physical arrangement
   8.4 Scheduling

VI. Suggested Texts


VII. Bibliography


### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<th>5b. Contact Hours</th>
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<tbody>
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<td>EDEL</td>
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<td>Elementary Education Seminar III: Teaching Capstone</td>
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<td>Elem Ed Seminar III: Capstone</td>
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| 10. Grading Basis | ☑ A-F | ☐ P/NP | ☐ NG |

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<tr>
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<tbody>
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<td>☐ Integrative Capstone</td>
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<td>Integrates theoretical knowledge from previous education courses with the internship experience.</td>
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**Special Note:** This course operates in accordance with the K-12 school year calendar, not the University academic year calendar.

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| 16e. Registration Restriction(s) (non-codable) Admission to Internship |

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<td>Course reflects the developmental structure and organization of the Elementary Education programs. Course aligns with standards for preparing elementary teachers required by the Association for Childhood Education International and Alaska Beginning Teacher Standards.</td>
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435
Course Prefix, Number, and Title:
EDEL A492B: Elementary Education Seminar III: Teaching Capstone

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<th>Date of Coordination</th>
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<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
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</tbody>
</table>
I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE

Department: EDTL

Course Prefix: EDEL

Course Number: A492B

Title: Elementary Education Seminar III: Teaching Capstone

Credits: 3.0

Contact Hours: 3 + 0

Grading Basis: A-F

Implementation Date: Fall 2010

Course Description: Integrates theoretical knowledge from previous education courses with the internship experience.

Special Note: This course operates in accordance with the K-12 school year calendar, not the University academic year calendar.

Course Prerequisite: N/A

Test Scores: N/A

Corequisite(s): EDEL A495B

Registration Restrictions: Admission to Internship

Course Fee: [ ] Yes  [x] No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Review observation skills and extend reflective inquiry as process for guiding teaching and development as a teacher.

2. Guide development of personal philosophy statement drawing from theories, professional literature, and teaching experiences.

3. Guide examination of relationships among context of teaching, classroom practices, and elementary student learning in teaching practices.

4. Guide examination of relationships among knowledge of learners, classroom practices, and elementary student learning in teaching practices.

5. Guide examination of relationships among knowledge of content, classroom practices, and elementary student learning in teaching practices.

6. Guide examination of relationships among knowledge of teaching, classroom practices, and elementary student learning in teaching practices.

B. Student Outcomes/Assessment Procedures

<table>
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<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Describe reflective inquiry as process for guiding teaching and development as a teacher, applying the process in preparing teaching capstone portfolio. | -In-class presentation  
-Teaching Capstone Portfolio | ACEI: 5.1  
ABTS: 8 | Intellectual Vitality |
| 2. Present personal philosophy of education using examples from field experiences; identify connection to AK Beginning Teacher Standards. | -Philosophy Statement  
-Teaching Capstone Portfolio | ACEI: 5.1  
ABTS: 1 | Intellectual Vitality |
| 3. Explain relationship among context of teaching, classroom practices, and elementary student learning drawing from the literature and field experiences; identify connection to AK Beginning Teacher Standards. | -Community, School, Class Study **(SBA)  
-Teaching Capstone Portfolio  
-Reflective journal  
-In-class discussion | ACEI: 3.1, 5.1, 5.2  
ABTS: 1, 3, 7, 8 | Intellectual Vitality \nInclusiveness and Equity |
| 4. Analyze relationships among knowledge of learners, classroom practices, and elementary student learning drawing from the literature and field experiences; identify connection to AK Beginning Teacher Standards. | -Community, School, Class Study (SBA)  
-Teaching Capstone Portfolio  
-Reflective journal  
-In-class discussion | ACEI: 1.0  
ABTS: 2, 3 | Intellectual Vitality \nInclusiveness and Equity |
<table>
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<tr>
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<th>5. Describe the relationships among knowledge of content, classroom practices, and elementary student learning drawing from the literature and field experiences; identify connection to AK Beginning Teacher Standards.</th>
<th>Teaching Capstone Portfolio -Reflective journal -In-class discussion</th>
<th>ACEI: 2.1-2.7</th>
<th>Intellectual Vitality</th>
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<td>6. Explain the relationships among knowledge of teaching, classroom practices, and elementary student learning drawing from the literature and field experiences; identify connection to AK Beginning Teacher Standards.</td>
<td>Teaching Capstone Portfolio -Reflective journal -In-class discussion</td>
<td>ACEI: 3.1-3.5</td>
<td>Intellectual Vitality</td>
</tr>
</tbody>
</table>

* ACEI: Association for Childhood Education International  
  ABTS: Alaska Beginning Teacher Standards  
  **SBA: Standards-Based Assessment

### IV. Course Level Justification

This seminar supports experiences in EDEL A495B (Internship) by providing a forum for examining and reflecting upon individual experiences in light of theory, research literature, and colleagues’ teaching experiences.

### IV. Course Outline

1. Knowledge of Context  
   1.1 Autobiographical  
   1.2 Socio-historical  
   1.3 Socio-cultural  
   1.4 Socio-political  
   1.5 Philosophical

2. Knowledge of Learners  
   2.1 Child development and learning  
   2.2 Who learns, how, why  
   2.3 Evidence of learning  
   2.4 Socio-cultural factors  
   2.5 Family and community contexts

3. Knowledge of Content  
   3.1 Defining subject matter  
   3.2 Purposes for teaching subject matter  
   3.3 Evidence of understanding content  
   3.4 Curricula: organizing subject matter

4. Knowledge of Teaching  
   4.1 Teaching diverse learners  
   4.2 Teaching content  
   4.3 Curriculum design
4.4 Assessment
4.5 Designing classroom learning environment
4.6 Organization and time management

VI. Suggested Texts


VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>EA COE</td>
<td>No Division Code</td>
<td>EDTL</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>A495A</td>
<td>N/A</td>
<td>3</td>
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**6. Complete Course Title**
Elementary Education Practicum II: Learning Environment, Mathematics, Science
Elem Ed Prct II: Env/Math/Sci
Abbreviated Title for Transcript (30 character): Elem Ed Prct II: Env/Math/Sci

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

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

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

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

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

**11. Implementation Date**
- semester/year
- From: Spring/2012
- To: Fall/2099

**12. Cross Listed with**
- [ ] Stacked with

Cross-Listed Coordination Signature

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

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

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<td>2/3/2010</td>
<td>Jane Pitcock</td>
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<td>3. Department of Teaching and Learning</td>
<td>N/A</td>
<td>2/4/2010</td>
<td>Jim Powell</td>
</tr>
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</table>

Initiator Name (typed): Timothy Jester
Initiator Signed Initials: __________________ Date: __________________

**13b. Coordination Email**
- Date: 3/15/2010
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**
- Date: February 2, 2010

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

**15. Course Description (suggested length 20 to 50 words)**
Supervised practicum in a K-6 educational facility. Supports development of proficiencies in creating an inclusive, engaging learning environment and teaching mathematics and science.

Special Note: This course operates in accordance with the K-12 school year calendar, not the University academic year calendar. Placement must be arranged and supervised by the College of Education. Partners may limit registration.

**16a. Course Prerequisite(s) (list prefix and number)**
- EDEL A395

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

**16c. Co-requisite(s) (concurrent enrollment required)**
- EDEL A426, EDEL A428, EDEL A492A

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

**16e. Registration Restriction(s) (non-codable)**
- Admission to Department of Teaching and Learning

**17. Mark if course has fees**
- Maintain current fee

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

**19. Justification for Action**
Changes reflect the new structure and organization of the elementary education programs. Course meets professional standards for preparing teachers to design learning environments, manage classrooms, and teach math and science in elementary schools as required by Association for Childhood Education International and the Alaska Beginning Teacher Standards.
<table>
<thead>
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<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<td>Timothy Jester</td>
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<td>Initiator (TYPE NAME)</td>
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<th>Undergraduate/Graduate Academic</th>
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<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
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443
Course Action Request
Box13.a Impacted Courses or Programs: Additional Table

Course Prefix, Number, and Title:
EDEL A495A: Elementary Education Practicum II: Learning Environment, Mathematics, Science

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<td>Community College</td>
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</table>
I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE

Department: EDTL

Course Prefix: EDEL

Course Number: A495A

Title: Elementary Education Practicum II: Learning Environment, Mathematics, Science

Credits: 3.0

Contact Hours: 0 + 9

Grading Basis: P/NP

Implementation Date: Spring 2012

Course Description: Supervised practicum in a K-6 educational facility. Supports development of proficiencies in creating an inclusive, engaging learning environment and teaching mathematics and science. Special Note: This course operates in accordance with the K-12 school year calendar, not the University academic year calendar. Placement must be arranged and supervised by the College of Education. Partners may limit registration.

Course Prerequisites(s): EDEL A395

Test Scores(s): N/A

Corequisite(s) EDEL A426, EDEL A428, EDEL A492A

Registration Restrictions: Admission to Department of Teaching and Learning

Course Fee: ☒ Yes ☐ No
III. Instructional Goals, Student Outcomes and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Observe, provide feedback about teaching, and evaluate strategies that support engaged learning in mathematics and science.

2. Observe, provide feedback about teaching, and evaluate developmentally appropriate practices in teaching mathematics and science.

3. Observe, provide feedback about teaching, and evaluate assessment of K-6 student learning in mathematics and science.

4. Observe, provide feedback about teaching, and evaluate classroom environments that support engaged learning.

5. Observe, provide feedback about teaching, and evaluate interpersonal skills essential for effective teaching and engaged learning.


B. Student Outcomes/Assessment Procedures

<table>
<thead>
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<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
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</table>
| 1. Implement a variety of teaching strategies that support engaged learning in mathematics and science. | -Lesson Plans  
- Clinical Faculty Observation  
- Practicum II Evaluation | ACEI: 2.2, 2.3, 3.1, 3.4  
ABTS: 4, 5 | Collaborative Spirit |
| 2. Plan and teach at developmentally appropriate level(s). | -Lesson Plans  
- Clinical Faculty Observation  
- Practicum II Evaluation  
- Work Sample | ACEI: 3.2  
ABTS: 5 | Inclusiveness and Equity |
| 3. Apply knowledge of assessment and diagnosis in mathematics and science. | -Lesson Plans  
- Clinical Faculty Observation  
- Practicum II Evaluation  
- Work Sample | ACEI: 2.2, 2.3, 4.0  
ABTS: 2, 5 | Intellectual Vitality |
| 4. Contribute to design of classroom environment and a classroom management plan that supports engaged learning. | -Lesson Plans  
- Clinical Faculty Observation  
- Practicum II Evaluation  
- Work Sample | ACEI: 3.4  
ABTS: 6 | Collaborative Spirit |
IV. Course Level Justification
This course builds on previous coursework from Arts and Sciences (particularly math and science), education, child development, and field experiences with children.

V. Course Outline

Weeks 1-3
1.0 Assignment to Host Schools
   1.1 Meet mentor teacher and clinical faculty.
   1.2 Become familiar with school and classroom procedures and policies.
   1.3 Become familiar with mentor’s classroom routines, instructional programs and expectations, teaching philosophy and practice.
   1.4 Become familiar with the classroom environment facilitated by the mentor and how it supports learning.

2.0 Review of Course Requirements and Expectations with Mentor
   2.1 Integrate and plan implementation of assignments from math methods course (EDEL A426).
   2.2 Integrate and plan implementation of assignments from science methods course (EDEL A428).
   2.3 Review course objectives.
   2.4 Review course outcomes and assessments.
   2.5 Review school and teacher activity schedule and plan for elementary student participation, as appropriate.

Weeks 4-13
3.0 Participate in All Classroom Activities, as Assigned
   3.1 Interact with elementary students and classroom personnel.
   3.2 Design, plan and teach in the subject areas of mathematics and science in coordination with mentor and methods instructors.
   3.3 Co-teach with mentor, as appropriate.
   3.4 Participate in and become familiar with assessment and diagnosis as conducted in the classroom.
   3.5 Complete work samples.
   3.6 Discuss all aspects of internship with mentor teacher on regular basis.

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards
4.0 Observe and Practice Classroom Management
4.1 Discuss expectations for elementary student behavior with mentor.
4.2 Discuss and observe mentor’s style and plan for classroom management.
4.3 Assume responsibility for implementing classroom management at all times.
4.4 Practice taking additional responsibility for classroom management when teaching.
4.5 Discuss difficult issues and progress with mentor.

5.0 Reflect on Teaching Practice, the Development of Interpersonal Skills and Professional Commitments
5.1 Reflect weekly with mentor.
5.2 Meet with clinical faculty member for feedback and evaluation.
5.3 Arrange observation schedule with clinical faculty member.
5.4 Participate in all evaluation requirements.
5.5 Discuss progress and difficult issues on a regular basis.

VI. Suggested Texts


VII. Bibliography


1a. School or College  
EA COE  
1b. Division  
No Division Code  
1c. Department  
EDTL  

2. Course Prefix  
EDEL  
3. Course Number  
A495B  
4. Previous Course Prefix & Number  
N/A  
5a. Credits/CEUs  
9  
5b. Contact Hours  
(Lecture + Lab)  
(0+27-35)  

6. Complete Course Title  
Elementary Education Internship  
Elementary Ed Internship  
Abbreviated Title for Transcript (30 character)  

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

8. Type of Action:  
☒ Add  or  ☐ Change  or  ☐ Delete  
If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  ☐ Credits  ☒ Title  ☐ Contact Hours  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Co-requisites  ☐ Test Score Prerequisites  ☒ Registration Restrictions  ☐ Other Restrictions  ☐ Other Goals, outcomes, outline (please specify)  

9. Repeat Status No  # of Repeats  Max Credits  

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

11. Implementation Date  
From:  Fall/2012  To:  

12.  
☐ Cross Listed with  

13a. Impacted Courses or Programs: List any programs or college requirements that require this course. 
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Initiator Name (typed): Timothy Jester  
Initiator Signed Initials:  
Date:  

13b. Coordination Email  
Date: 3/15/2010  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: February 2, 2010  

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

15. Course Description (suggested length 20 to 50 words)  
Supervised internship in a K-6 educational facility. Internship extends teaching proficiency developed in Practicum I and II. Emphasizes application of Alaska Beginning Teaching Standards in professional practice. Special note: This course operates in accordance with the K-12 school year calendar, not the University academic year calendar. Placement must be arranged and supervised by the College of Education. Partners may limit registration.  

16a. Course Prerequisite(s) (list prefix and number)  
N/A  
16b. Test Score(s)  
N/A  
16c. Co-requisite(s) (concurrent enrollment required)  
EDEL A492B  

16d. Other Restriction(s)  
☒ College  ☐ Major  ☐ Class  ☐ Level  
16e. Registration Restriction(s) (non-codable)  
Admission to Internship  

17. ☒ Mark if course has fees Maintain current fee  
18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Changes reflect the new developmental structure and organization of the Elementary Education programs. Course aligns with standards for preparing elementary teachers required by the Association for Childhood Education International and Alaska Beginning Teacher Standards.
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Initiator (TYPE NAME) | | | |

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Department Chairperson | Date | Approved | Disapproved |
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Curriculum Committee Chairperson | Date | Approved | Disapproved |
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Undergraduate/Graduate Academic Board Chairperson | Date | Approved | Disapproved |
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Course Action Request  
Box13.a Impacted Courses or Programs: Additional Table

Course Prefix, Number, and Title:  
EDEL A495B: Elementary Education Internship

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I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE

Department: EDTL

Course Prefix: EDEL

Course Number: A495B

Title: Elementary Education Internship

Credits: 9.0

Contact Hours: 0 + 27-35

Grading Basis: P/NP

Implementation Date: Fall 2012

Course Description: Supervised internship in a K-6 educational facility. Internship extends teaching proficiency developed in Practicum I and II. Emphasizes application of Alaska Beginning Teaching Standards in professional practice. Special note: This course operates in accordance with the K-12 school year calendar, not the University academic year calendar. Placement must be arranged and supervised by the College of Education. Partners may limit registration.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s): EDEL A492B

Registration Restrictions: Admission to Internship

Course Fee: ☑ Yes ☐ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures  

A. Instructional Goals  
The instructor will:  

1. Assist student interns in developing and applying their teaching philosophy.  
2. Observe, evaluate, and provide feedback to interns about the application of elementary student learning and development theory to their practice.  
3. Observe, evaluate, and provide feedback to interns about the level of respect for cultural characteristics demonstrated in their practice.  
4. Observe, evaluate, and provide feedback to interns about the correct application of content knowledge in their practice.  
5. Observe, evaluate, and provide feedback to interns about their facilitation, monitoring and assessment of elementary student learning in their practice.  
6. Observe, evaluate, and provide feedback to interns about their ability to maintain a learning environment in which all children are actively engaged and contributing members.  
7. Observe, evaluate, and provide feedback to interns about their interactions with parents, families and the community in their practice.  
8. Observe, evaluate, and provide feedback to interns about their professionalism.  

B. Student Outcomes/Assessment Procedures  

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate a philosophy of education and demonstrate its relationship to the intern's practice.</td>
<td>-Clinical Faculty Observation -Internship Evaluation</td>
<td>ACEI: 5.1 ABTS: 1</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>Apply knowledge of how K-6 students learn and develop.</td>
<td>-Clinical Faculty Observation -Internship Evaluation</td>
<td>ACEI: 1.0 ABTS: 2</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>Instruct K-6 students with respect for their individual and cultural characteristics.</td>
<td>-Clinical Faculty Observation -Internship Evaluation</td>
<td>ACEI: 3.2 ABTS: 3</td>
<td>Inclusiveness and Equity</td>
</tr>
<tr>
<td>Demonstrate knowledge of the content area and how to teach it.</td>
<td>-Clinical Faculty Observation -Internship Evaluation</td>
<td>ACEI: 2.1-2.7 ABTS: 4</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>Facilitate, monitor and assess K-6 student learning.</td>
<td>-Clinical Faculty Observation -Internship Evaluation</td>
<td>ACEI: 4.0 ABTS: 5</td>
<td>Intellectual Vitality</td>
</tr>
</tbody>
</table>
6. Create and maintain a learning environment in which all children are actively engaged and contributing members. | -Clinical Faculty Observation -Internship Evaluation | ACEI: 3.4 ABTS: 6 | Intellectual Vitality Collaborative Spirit

7. Collaborate with parents, families, and communities. | -Clinical Faculty Observation -Internship Evaluation | ACEI: 5.2 ABTS: 7 | Collaborative Spirit Inclusiveness and Equity

8. Participate in and contribute to the teaching profession. | -Clinical Faculty Observation -Internship Evaluation | ACEI: 5.1, 5.2 ABTS: 8 | Leadership

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards

IV. Course Level Justification
This course is the culminating field experience of the elementary education program.

V. Course Outline
1. Teacher Philosophy and Practice
   1.1 Examination of practice with others
   1.2 Classroom decisions and teaching philosophy

2. How Students Learn and Develop
   2.1 Developmental abilities, children’s learning styles, intelligence, perception, and cognitive style
   2.2 Differentiated instruction

3. Individual and Cultural Characteristics
   3.1 Inclusion of cultural background of children
   3.2 Integration of culturally responsive teaching
   3.3 Adaptation and differentiation of curriculum
   3.4 Inclusion of instructional strategies appropriate to special needs of children

4. Content Pedagogy
   4.1 Content strategies
   4.2 Communication skills
   4.3 Content skills integrated with classroom experiences
   4.4 Content enrichment

5. Facilitation, Monitoring and Assessment of Student Learning
   5.1 Instructional best practices
   5.2 District, state and national standards
   5.3 Classroom/student record keeping
   5.4 Assessment tools, strategies, and data interpretation for instruction
6. Learning Environment
   6.1 Safe learning environments
   6.2 Standards and expectations
   6.3 Independent, cooperative, and group learning experiences
   6.4 Classroom management
   6.5 K-6 student behavior and responsibility issues

7. Parent/Family/Community Involvement
   7.1 Parent communication
   7.2 Parent teacher conferences
   7.3 Parent and community involvement
   7.4 School-wide involvement

8. Professionalism
   8.1 Alaska Code of Ethics
   8.2 School policies and practices
   8.3 Dispositions of teaching
   8.4 Professional relationships
   8.5 Professional development

VI. Suggested Texts


VII. Bibliography


1a. School or College
EA COE

1b. Division
No Division Code

1c. Department
EDTL

2. Course Prefix
EDFN

3. Course Number
A206

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
1

5b. Contact Hours
(Lecture + Lab) (1+0)

6. Complete Course Title
Introduction to Assessment in Education
Intro to Assessment in Ed

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

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

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

9. Repeat Status No
☐ Add ☐ Change ☐ Delete

☐ A-F ☐ P/NP ☐ NG

10. Grading Basis

11.Implementation Date
From: Fall /2010
To: /2010

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BAEI</td>
<td>146, 372</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Kenai College</td>
<td>N/A</td>
<td>2/3/2010</td>
<td>Jane Pitcock</td>
</tr>
<tr>
<td>3. Department of Teaching and Learning</td>
<td>N/A</td>
<td>2/4/2010</td>
<td>Jim Powell</td>
</tr>
</tbody>
</table>

Initiator Signed Initials: Timothy Jester
Date:

13b. Coordination Email
Date: 3/15/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: February 2, 2010

14. General Education Requirement

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

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

Introduction to assessment and the rationale for using assessments to guide instruction. Overview of purposes and types of assessments including data interpretation and reporting strategies.

16a. Course Prerequisite(s) (list prefix and number) [EDEC A105 or EDEL A205 or EDFN A101] or concurrent enrollment

16b. Test Score(s)
N/A

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

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

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

17. ☒ Mark if course has fees

18. ☒ Mark if course is a selected topic course

19. Justification for Action

The course meets program faculty's goal of introducing assessment to Elementary Education students early in the program. Aligns with standards for assessment of learning required by Association of Childhood Education International and Alaska Beginning Teacher Standards.

Initiator (faculty only)
Timothy Jester

Initiator (TYPE NAME)
Date

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

☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic
Date

☐ Approved ☐ Disapproved
Board Chairperson
Date

☐ Approved ☐ Disapproved
Provost or Designee
Date
Course Action Request
Box 13.a Impacted Courses or Programs: Additional Table

Course Prefix, Number, and Title:
EDFN A206: Introduction to Assessment in Education

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>4. Mat-Su College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Marc Robinson</td>
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<td>5. Kodiak College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Kitty Deal</td>
</tr>
<tr>
<td>6. Prince William Sound Community College</td>
<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
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</table>
Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated: Fall 2009

II. Information for the Course Action Request

College/School: EA COE
Department: EDTL
Course Prefix: EDFN
Course Number: A206
Title: Introduction to Assessment in Education
Credits: 1.0
Contact Hours: 1 + 0
Grading Basis: A-F
Implementation Date: Fall 2010
Course Description: Introduction to assessment and the rationale for using assessments to guide instruction. Overview of purposes and types of assessments including data interpretation and reporting strategies.
Course Prerequisites(s): [EDEC A105 or EDEL A205 or EDFN A101] or concurrent enrollment
Test Scores(s): N/A
Corequisite(s): N/A
Registration Restrictions: None
Course Fee: ☑ Yes ☐ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Explain the role of assessment in supporting student learning including ethical issues.

2. Present purposes and types of assessments, highlighting statewide, district, and school-wide instruments and processes.

3. Explain methods for interpreting and reporting assessment results.

4. Discuss the rationale for using assessment data to guide instruction.

B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, the student will be able to do the following:</td>
<td>Reflective Essay</td>
<td>ACEI: 4.0 ABTS: 5</td>
<td>Intellectual Vitality Leadership</td>
</tr>
<tr>
<td>1. Explain the role of assessment in student learning including ethical issues.</td>
<td>Annotated Bibliography Design Assessment</td>
<td>ACEI: 4.0 ABTS: 5</td>
<td>Intellectual Vitality Inclusiveness and Equity</td>
</tr>
<tr>
<td>2. Identify and discuss the types and purposes of assessment</td>
<td>Explanatory Essay</td>
<td>ACEI: 4.0 ABTS: 5</td>
<td>Intellectual Vitality Collaborative Spirit</td>
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<tr>
<td>3. Describe methods for interpreting, and reporting assessment data.</td>
<td>Exam</td>
<td>ACEI: 4.0 ABTS: 5</td>
<td>Intellectual Vitality Leadership</td>
</tr>
<tr>
<td>4. Explain the rationale for using assessment data to guide instruction.</td>
<td></td>
<td></td>
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</tbody>
</table>

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards
IV. Course Level Justification
This is an introductory course in assessment of learning. It provides a foundation for continued coursework and field experiences.

V. Course Outline
1.0 Overview of Assessment
  1.1 The purposes and challenges of classroom assessment
  1.2 Guiding principles of assessment
  1.3 Assessment’s role in student success
  1.4 Ethical issues

2.0 Types and Purposes of Assessment
  2.1 Standards, goals, and outcomes
  2.2 Norm referenced and criterion referenced
  2.3 Formative and summative
  2.4 Statewide
  2.4 District-wide
  2.5 School-wide
  2.6 Classroom
  2.7 Authentic assessments

3.0 Interpreting and Reporting Assessment Results
  3.1 Data analysis and interpretation
  3.2 Assessment reports

4.0 Using Data to Guide Instruction
  4.1 Interpreting test scores
  4.2 Standards-based learning

VI. Suggested Texts


VII. Bibliography


<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>EA COE</td>
<td>No Division Code</td>
<td>EDTL</td>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
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<tr>
<td>Foundations of Literacy and Language Development</td>
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<td>Found/Literacy &amp; Lang Develop</td>
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<th>Abbreviated Title for Transcript (30 character)</th>
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<td>Found/Literacy &amp; Lang Develop</td>
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<tr>
<th>7. Type of Course</th>
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<td>☑ Academic</td>
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<td>☐ Preparatory/Development</td>
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<td>☐ Non-credit</td>
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<th>If a change, mark appropriate boxes:</th>
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<tr>
<td>☑ Prefix</td>
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<td>☑ Contact Hours</td>
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<tr>
<td>☑ Title</td>
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<tr>
<td>☑ Repeat Status</td>
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<tr>
<td>☑ Grading Basis</td>
</tr>
<tr>
<td>☐ Cross-Listed/Stacked</td>
</tr>
<tr>
<td>☐ Course Description</td>
</tr>
<tr>
<td>☐ Course Prerequisites</td>
</tr>
<tr>
<td>☐ Test Score Prerequisites</td>
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<td>☐ Co-requisites</td>
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<tr>
<td>☑ Registration Restrictions</td>
</tr>
<tr>
<td>☔ Other Restrictions</td>
</tr>
<tr>
<td>☔ College</td>
</tr>
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<td>☔ Level</td>
</tr>
<tr>
<td>☔ Major</td>
</tr>
<tr>
<td>☔ Class</td>
</tr>
<tr>
<td>☔ Level</td>
</tr>
<tr>
<td>☔ Other Goals, outcomes, outline (please specify)</td>
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<table>
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<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>☑ A-F</td>
<td>semester/year</td>
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<td>☐ P/NP</td>
<td>From: Fall/2010 To: /9999</td>
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<td>☐ Stacked</td>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. BAEL</td>
<td>146, 372-374</td>
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<tr>
<td>2. Post-baccalaureate Certificate, EE and EC</td>
<td>244, 245</td>
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<td>N/A</td>
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<td>3. BAEC</td>
<td>144</td>
<td>February 1, 2010</td>
<td>Hilary Seitz, EC Coordinator</td>
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<table>
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<tr>
<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Timothy Jester</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 3/15/2010</th>
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<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<table>
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<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: February 2, 2010</th>
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<tr>
<th>14. General Education Requirement</th>
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<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>☑ Oral Communication</td>
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<tr>
<td>☑ Written Communication</td>
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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>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores how children learn oral and written language. Examines language development and considers how culture, second language learning, and dialect influence these processes. Integrates structure of language and its application to the development and assessment of literacy.</td>
</tr>
<tr>
<td>Special Note: Outside class work includes a minimum of 30 hours field experience as part of course assignments. Field placement must be arranged by the College of Education. Partners may limit registration.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
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<th>16b. Test Score(s)</th>
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<table>
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<tr>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>16d. Other Restriction(s)</th>
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<td>☐ Major</td>
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<tr>
<td>☐ Class</td>
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<tr>
<td>☐ Level</td>
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<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>Admission to Department of Teaching and Learning</td>
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<table>
<thead>
<tr>
<th>17. Mark if course has fees Maintain current fee</th>
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</thead>
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| 18. Mark if course is a selected topic course |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes reflect the addition of more issues relative to upper grades and an increased focus on English Language Learners. Course prerequisite(s) and registration restriction(s) changed to reflect transition points in the Elementary Education programs.</td>
</tr>
<tr>
<td>Role</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>Timothy Jester</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
</tr>
<tr>
<td>Department Chairperson</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
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<tr>
<td>Provost or Designee</td>
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465
Course Action Request
Box13.a Impacted Courses or Programs: Additional Table

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>4. Post-baccalaureate Certificate, Early Childhood Pre-K-Third Grade</td>
<td>N/A</td>
<td>February 1, 2010</td>
<td>Hilary Seitz</td>
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<tr>
<td>5. Kenai Community College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Jane Pitcock</td>
</tr>
<tr>
<td>6. Mat Su Community College</td>
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<td>February 3, 2010</td>
<td>Marc Robinson</td>
</tr>
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<td>7. Kodiak Community College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Kitty Deal</td>
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<tr>
<td>8. Department of Teaching and Learning</td>
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<td>February 4, 2010</td>
<td>Jim Powell</td>
</tr>
<tr>
<td>9. Prince William Sound Community College</td>
<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
</tr>
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</table>
Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated:  
Fall 2009

II. Information for the Course Action Request

College/School:  
EA COE

Department:  
EDTL

Course Prefix:  
EDFN

Course Number:  
A301

Title:  
Foundations of Literacy and Language Development

Credits:  
3.0

Contact Hours:  
3 + 0

Grading Basis:  
A-F

Implementation Date:  
Fall 2010

Course Description:  
Explores how children learn oral and written language. Examines language development and considers how culture, second language learning, and dialect influence these processes. Integrates structure of language and its application to the development and assessment of literacy. 

Special Note: Outside class work includes a minimum of 30 hours field experience as part of course assignments. Field placement must be arranged by the College of Education. Partners may limit registration.

Course Prerequisites(s):  
N/A

Test Scores(s):  
N/A

Co-requisite(s)  
N/A

Registration Restrictions:  
Admission to Department of Teaching and Learning

Course Fee:  
Yes
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Present, discuss and compare theories of oral language acquisition, including vocabulary development.
2. Relate theories of oral language acquisition to the development of literacy.
3. Analyze and compare the stages of literacy development.
4. Model reading aloud and interacting with children over books.
5. Present and describe the structure of language and relate it to the development of literacy.
6. Compare and contrast language as used in school with language as used by various cultures outside school.
7. Compare and contrast various dialects with standard English, including the characteristics and politics of dialect and dialects in Alaska’s schools.
8. Discuss second (other) language learning, including models of bilingual education, theories of and curricula for second-language acquisition and the status of Alaska Native languages.
9. Analyze the historical and legal foundations of bilingual education and explore the impact of the politics of education on language learning.
10. Explore the relationship between cognitive growth and language learning, including diverse language learners, multiple intelligences, the social nature of learning and metacognition.
11. Demonstrate how the structure of language is used in literacy assessments, including the running record, print awareness and miscue analysis.

B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>ACEI: 2.1 NAEYC: 1 ABTS: 4</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>1. Compare and contrast theories of oral language acquisition.</td>
<td>Written paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Describe and give examples of conditions that promote oral and written language learning.</td>
<td>-Oral presentation -Written paper -Class discussion</td>
<td>ACEI: 2.1 NAEYC: 1 ABTS: 4</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>3. Analyze the stages of literacy development and apply that analysis to instruction.</td>
<td>-Written analysis of student work -Written paper</td>
<td>ACEI: 1.0, 2.1 NAEYC: 1 ABTS: 4</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>4. Apply knowledge of reading aloud to students.</td>
<td>-Video tape -Read aloud reflection</td>
<td>ACEI: 2.1, 3.1 NAEYC: 1,4 ABTS: 4, 5</td>
<td>Intellectual Vitality</td>
</tr>
</tbody>
</table>
5. Demonstrate knowledge of the structure of language as it pertains to student writing.
   - Analysis of student writing samples
   - Written paper
   ACEI: 2.1
   NAEYC: 4
   ABTS: 4
   Intellectual Vitality

6. Discuss culture and language by relating it directly to multicultural education and culturally responsive teaching.
   - Oral presentation
   - Class activity
   - Written paper
   ACEI: 2.1, 3.2
   NAEYC: 2, 4
   ABTS: 3, 4
   Inclusiveness and Equity

7. Recognize dialect in students’ language and discuss its implications for teaching and learning.
   - Written analysis of student language
   - Written paper
   ACEI: 2.1, 3.2
   NAEYC: 2, 4
   ABTS: 3, 4
   Inclusiveness and Equity

8. Give examples of bilingual education programs, language policy and teaching methods that support second-language acquisition in terms of Alaska’s children and schools.
   - Oral presentation
   - Written paper
   ACEI: 2.1, 3.2
   NAEYC: 4
   ABTS: 3, 4
   Inclusiveness and Equity

9. Present the historical and legal context of bilingual education explaining the impact of federal and state policies on language learning in Alaska’s schools.
   - Oral presentation
   - Written paper
   ACEI: 2.1, 3.2
   NAEYC: 5
   ABTS: 3
   Inclusiveness and Equity

10. Apply knowledge about the relationship between cognitive growth and language learning to young children.
    Lesson plan
    ACEI: 1.0, 2.1
    NAEYC: 1, 4
    ABTS: 4
    Intellectual Vitality

11. Apply knowledge of language-based assessment with a young child.
    Administer assessment and analyze results
    ACEI: 2.1, 4.0
    NAEYC: 1, 3
    ABTS: 4, 5
    Intellectual Vitality

* ACEI: Association for Childhood Education International
  ABTS: Alaska Beginning Teacher Standards
  NAEYC: National Association of Education of Young Children

**IV. Course Level Justification**
This course requires students to apply and analyze, as well as to describe and assess. Written and oral communication skills are enhanced.

**V. Course Outline**
1. Theories of Oral Language Acquisition
   1.1 Language as human and the language instinct
   1.2 Environment that nurtures language development
   1.3 Rule-governed nature of language
   1.4 Over-generalization in language learning
2. Applying what We Know about Oral Language Development to Written Language Development
   2.1 Immersion in a literate environment
   2.2 The importance of risk-taking
   2.3 Opportunities for authentic use of written language
   2.4 Constructivist learning: Piaget and schema theory
   2.5 Designing pre-school and elementary education environments and experiences

3. Analyzing the Stages of Literacy Development
   3.1 Foundations: birth to three years
   3.2 Novice readers and writers: awareness and exploration – three to five years
   3.3 Experimenting readers and writers: five to seven years
   3.4 Conventional readers and writers: six to eight years
   3.5 Developing proficiency in literacy: eight years and beyond
   3.6 Reading aloud and interacting with children and books
   3.7 Cognitive growth and the social nature of learning: Vygotsky
   3.8 Multiple intelligences, diverse language learners and cognitive growth
   3.9 Instructional strategies that promote cognitive growth: questioning, metacognition, self-evaluation, literature, graphic organizers

4. Structure of Language
   4.1 Phonology
   4.2 Syntax/Grammar
   4.3 Semantics and pragmatics

5. Language Assessments
   5.1 Miscue analysis
   5.2 Running records
   5.3 Book knowledge and concepts of print
   5.4 Phonemic awareness

6. Schools and Language Issues
   6.1 Multicultural and multilingual nature of schools
   6.2 Dialects and bilingualism
   6.3 Historical, legal, and educational rationales for bilingual education
   6.4 Theories of second-language acquisition
   6.5 Models for bilingual education programs
   6.6 Methods to support second-language acquisition

7. Alaska and Language Issues
   7.1 Multicultural education in Alaska
   7.2 Dialects and bilingualism in Alaska
   7.3 Impact of the politics of education in Alaska
VI. Suggested Text(s)

Alexandria, VA: Association for Supervision and Curriculum Development.


*Indicates classic text

VII. Bibliography and Reference Materials


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

1a. School or College  
EA COE

1b. Division  
No Division Code

1c. Department  
EDTL

2. Course Prefix  
EDFN

3. Course Number  
A302

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
2

5b. Contact Hours  
(1 Lecture + Lab)

6. Complete Course Title  
Foundations of Educational Technology

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

8. Type of Action:  
Add  
Change  
Delete

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
semester/year

From:  Fall/2010  
To:  /999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. BAEEL</td>
<td>146, 374</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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<tr>
<td>2. Post-baccalaureate Certificate, EE and EC</td>
<td>244, 245</td>
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<td>N/A</td>
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<td>3. BAEC</td>
<td>144</td>
<td></td>
<td>February 1, 2010</td>
<td>Hilary Seitz, EC Coordinator</td>
</tr>
</tbody>
</table>

13b. Coordination Email  
Date: 3/15/2010

13c. Coordination with Library Liaison  
Date:  

14. General Education Requirement  
Mark appropriate box:

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

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

Presents skills and strategies needed to integrate technology into teaching and learning. Provides overview of issues, pedagogies, tools and skills needed to guide the effective use of technology with children. Supports appropriate use of technology in education.

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

PSY A245 or EDSE A212

16b. Test Score(s)  
N/A

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

N/A

16d. Other Restriction(s)  

College  
Major  
Class  
Level

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

Admission to Department of Teaching and Learning

17. X Mark if course has fees  
Maintain current fee

18. X Mark if course is a selected topic course

19. Justification for Action  
Changes made to clearly articulate the course’s goals and content. Course prerequisite changed to add EDSE A212 as an approved prerequisite. Course registration restrictions changed to reflect transition points in the Elementary Education programs. Grading basis changed to more accurately reflect the performance range.

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

Hilary Seitz, EC Coordinator  
February 1, 2010

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic Board Chairperson  
Date

Approved  
Disapproved  
Provost or Designee  
Date
## Course Prefix, Number, and Title:
EDFN A302: Foundations of Educational Technology

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
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<tr>
<td>4. Post-baccalaureate Certificate, Early Childhood Pre-K-Third Grade</td>
<td>N/A</td>
<td>February 1, 2010</td>
<td>Hilary Seitz</td>
</tr>
<tr>
<td>5. Kenai College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Jane Pitcock</td>
</tr>
<tr>
<td>6. Mat-Su College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Marc Robinson</td>
</tr>
<tr>
<td>7. Kodiak College</td>
<td>N/A</td>
<td>February 3, 2010</td>
<td>Kitty Deal</td>
</tr>
<tr>
<td>8. Department of Teaching and Learning</td>
<td>N/A</td>
<td>February 4, 2010</td>
<td>Jim Powell</td>
</tr>
<tr>
<td>9. Prince William Sound Community College</td>
<td>N/A</td>
<td>March 26, 2010</td>
<td>Doug Desorcie</td>
</tr>
</tbody>
</table>
I. Date Initiated
   Fall 2009

II. Information for the Course Action Request

   College/School: EA COE
   Department: EDTL
   Course Prefix: EDFN
   Course Number: A302
   Credits: 2.0
   Contact Hours: 2 + 0
   Title: Foundations of Educational Technology
   Grading Basis: A-F
   Implementation Date: Fall 2010
   Course Description: Presents skills and strategies needed to integrate technology into teaching and learning. Provides overview of issues, pedagogies, tools and skills needed to guide the effective use of technology with children. Supports appropriate use of technology in education.
   Course Prerequisites(s): PSY A245 or EDSE A212
   Test Scores(s): N/A
   Corequisite(s): N/A
   Registration Restrictions: Admission to Department of Teaching and Learning
   Course Fee: ☑ Yes ☐ No
III. **Instructional Goals, Student Outcomes, and Assessment Procedures**

**A. Instructional Goals**

The Instructor will:

| 1. | Explain strategies for designing learning experiences that use technology to advance student learning, creativity, and innovation. |
| 2. | Discuss the knowledge, skills, and attitudes identified in the International Society for Technology in Education (ISTE) Standards and the Alaska Technology Standards. |
| 3. | Model and explain knowledge and skills representative of a professional educator in a global and digital society. |
| 4. | Facilitate exploration of local, global, societal, and ethical issues related to technology in education. |
| 5. | Promote professional growth and leadership through effective use of digital tools and resources. |

**B. Student Outcomes/Assessment Procedures**

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
<th>*Standards Met</th>
<th>Core Values</th>
</tr>
</thead>
</table>
| 1. Design learning experiences using technology that advance children’s learning, creativity, and innovation. | - Reflective Essay  
- Discussion  
- Digital presentation | ACEI: 3.5  
ABTS: 4  
NAEYC: 4 | Intellectual Vitality |
| 2. Present and explain the knowledge, skills, and attitudes identified in the ISTE Standards and Alaska Technology Standards. | - Reflective Essay  
- Discussion  
- Digital presentation | ACEI: 3.5  
ABTS: 4, 5  
NAEYC: 4 | Intellectual Vitality |
| 3. Exhibit knowledge and skills representative of a professional educator in a global and digital society. | - Reflective Essay  
- Discussion  
- Digital presentation | ACEI: 5.1  
ABTS: 8  
NAEYC: 5 | Intellectual Vitality  
Leadership |
| 4. Discuss local, global, societal, and ethical issues related to technology in education. | - Reflective Essay  
- Discussion  
- Digital presentation | ACEI: 5.1  
ABTS: 8  
NAEYC: 4, 5 | Intellectual Vitality  
Leadership |
| 5. Exhibit leadership by promoting the effective use of digital tools and resources. | - Reflective Essay  
- Discussion  
- Digital presentation | ACEI: 5.1  
ABTS: 8  
NAEYC: 4, 5 | Intellectual Vitality  
Leadership |

*ACEI: Association for Childhood Education International  
ABTS: Alaska Beginning Teacher Standards  
NAEYC: National Association of Education of Young Children*
IV. Course Level Justification
The course content builds on previous coursework in child development and education. It provides pedagogical skills and knowledge needed to successfully complete teaching expectations in upcoming field experiences.

V. Course Outline
1.0 Facilitate and Inspire Children’s Learning and Creativity
   1.1 Educational technology in context
   1.2 Theory and practice

2.0 Design and Develop Digital-Age Learning Experiences and Assessments
   2.1 Teaching with instructional software
   2.2 Using developmentally appropriate software
   2.3 Beyond the basics
   2.4 Multimedia, social media, and hypermedia
   2.5 Assessment and evaluation

3.0 Digital-Age Work and Learning
   3.1 Technology across the curriculum
   3.2 Distance learning tools
   3.3 Technology and the global community

4.0 Promoting and Modeling Digital Citizenship and Responsibility
   4.1 Technology standards
   4.2 Universal access

5.0 Professional Growth and Leadership
   5.1 International Society for Technology in Education (ISTE): trends and research
   5.2 Alaska Society for Technology in Education (ASTE): trends and research
   5.3 Theory to practice

VI. Suggested Texts


VII. Bibliography


Memorandum

To: Hilary Davies, Chair Undergraduate Academic Board

From: Hilary Seitz, Early Childhood Coordinator

Date: March 26, 2010

Re: Proposed Changes in Early Childhood Program Requirements

The Early Childhood program is proposing catalog updates including:

- Department of Teaching and Learning admission requirements
- Additional selectives

Enclosed you will find our completed Program Action Request form and a track-changes version of our catalog copy. I look forward to meeting with you to discuss our proposed revisions.
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>No Division Code</td>
<td>EDTL</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix
BA in Early Childhood Education

3. Type of Program
- [ ] OEC
- [ ] Undergrad Certificate
- [ ] AA/AAS
- [x] Baccalaureate
- [ ] Minor
- [ ] Post Baccalaureate Certificate
- [ ] Graduate
- [ ] Graduate Certificate
- [ ] Doctoral
- [ ] Specialty

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<tr>
<td>[ ] Add</td>
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<tr>
<td>[x] Change</td>
<td>[ ] Change</td>
</tr>
<tr>
<td>[ ] Delete</td>
<td>[ ] Inactivate</td>
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4. Implementation Date (semester/year)
From: Fall/2010 To: 9999

5. Coordinator with Affected Units
Department, School, or College: COE, HNRS
Initiator Name (typed): Hilary Seitz
Initiator Signed Initials: [______] Date: [______]

6a. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 3/25/2010

6b. Coordination with Library Liaison
Date: 2/9/2010

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

8. Justification for Action
The department and internship admission requirements were changed to better address student needs. Additional selectives were added.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilary Seitz</td>
<td>[______]</td>
<td>[______]</td>
<td></td>
</tr>
</tbody>
</table>

| [ ] Approved | [ ] Disapproved | Dean/Director of School/College | Date |
| [ ] Approved | [ ] Disapproved | Undergraduate/Graduate Academic | Date |
| [ ] Approved | [ ] Disapproved | Board Chairperson | Date |
| [ ] Approved | [ ] Disapproved | Provost or Designee | Date |
BACHELOR OF ARTS,
EARLY CHILDHOOD EDUCATION

An individual interested in undergraduate early childhood preparation may obtain a Bachelor of Arts in Early Childhood Education to work with children from the ages of birth to age eight. Individuals with baccalaureate degrees should refer to Chapter 11 for information on post-baccalaureate certificates.

The Bachelor of Arts in Early Childhood is a professional degree. Unique features of the program include a foundation in liberal studies with coursework in child development and families. Candidates will engage in field experiences throughout their coursework to directly apply teaching and learning principles. In addition, candidates will engage in an internship(s) in early childhood settings. Admission to the program occurs in two stages (see below) and admission to the internship requires academic achievement, written and oral communication skills, and community involvement. See Field Placements located at the beginning of the College of Education section of this chapter.

ADMISSION REQUIREMENTS

Admission to the University of Alaska Anchorage:
Early Childhood Major
Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available on the UAA website at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Early Childhood Major
Admission to the Department of Teaching and Learning is a prerequisite for all upper division coursework in early childhood. In order to be admitted to the Department of Teaching and Learning, applicants must:

1. Complete the application to the Department of Teaching and Learning, Early Childhood major.
2. Complete Tier 1: Basic College-Level Skills General Education Requirements (transfer credits may be used).
3. Complete a minimum of 9 lower division credits from the Early Childhood Major Requirements with a grade of C or higher.
4. Have a cumulative GPA of 2.75.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the University as an Early Childhood major does not guarantee admission to the department.

Admission to Early Childhood Internship

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Early Childhood major.
2. Submit an application form for admission to internship. Contact the Office of Clinical Services and Certification for appropriate deadlines.
3. Submit one letter of recommendation from someone who can speak to the applicant's potential as a future early childhood educator.
4. Demonstrate general content knowledge competency through successful completion of 70% of required coursework with a 2.75 GPA and a passing score on Praxis II: Elementary Education: Content Knowledge (0014) or Elementary Education: Curriculum, Instruction and Assessment (0011).
5. Submit a resume that provides evidence of working with children.
6. Interview.
7. Initiate fingerprinting and criminal background check process.
8. Provide evidence of a current physical examination. This service is available free at the UAA Student Health Center.
9. Maintain student health insurance throughout internship. Candidates may purchase this insurance through UAA.

Note: Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

ACADEMIC PROGRESS

Internship(s) must be completed successfully and all Early Childhood Major Requirements, the Alaska studies requirement, MATH A205, and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments must be completed with a grade of C or higher in order to obtain an institutional recommendation for teacher certification.
GRADUATION REQUIREMENTS
Candidates must complete the following requirements:

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

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

C. BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

D. FOUNDATION REQUIREMENTS
Complete the following foundation courses. The courses are selected to provide future early childhood educators with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the foundation courses may also be used to meet General Education Requirements.

Child Development (6 credits)
- DN A145   Child Nutrition  3
- EDSE A212  Human Development and Learning (3) 3
  or
- PSY A245   Child Development (3)

Social Relationships and Inclusive Environments (11–12 credits)
- EDEC A242          Family and Community Partnerships  3
- EDEC A303           Young Children in Inclusive Settings  3
Select two courses from the following: 5-6
- CEL A292  Introduction to Civic Engagement (3)
- EDEL A327  Teaching Social Studies in Elementary Schools (2)
- EDSE A474  Special Children from Birth through Five (3)
- EDSE A482  Inclusive Classrooms for All Children (3)
- SWK A342   Human Behavior in the Social Environment (3)
- SWK A409  Introduction to Child Welfare (3)

Liberal Studies Humanities and Social Sciences Core* (18 credits)
*Students must meet General Education Requirements (GER) for Baccalaureate Degrees including 6 credits of social science (SS), from two different disciplines, and 6 credits of humanities (HUM).

Complete the following courses:
- Select one course from GER fine arts list 3
- EDEC A105 Introduction to the Field of Early Childhood (SS GER) 3
- LSSS A111 Cultural Foundations of Human Behavior (SS GER) (3) 3
  or
- SWK A243 Cultural Diversity and Community Service Learning (SS GER) (3)
- HIST A132 History of United States II (HUM GER) 3
Select one Alaska studies course from the following: 3
- ANTH A200 Natives of Alaska (SS GER) (3)
- EDFN A478 Issues in Alaska Native Education, K-12 (3)
- HIST A341 History of Alaska (HUM GER) (3)
Select one course from the following: 3
- ANTH A250 The Rise of Civilization (SS GER) (3)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>GEOG/INTL A101</td>
<td>Local Places/Global Regions: Introduction to Geography (SS GER)</td>
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<tr>
<td>HIST A131</td>
<td>History of United States I (HUM GER)</td>
<td>3</td>
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<tr>
<td>HNRS A292</td>
<td>Honors Seminar in Social Science (SS GER)</td>
<td>3</td>
</tr>
<tr>
<td>LSIC A331</td>
<td>Power, Authority, and Governance (3)</td>
<td>3</td>
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<tr>
<td>PS A101</td>
<td>Introduction to American Government (SS GER)</td>
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</tr>
<tr>
<td>PS A102</td>
<td>Introduction to Political Science (SS GER)</td>
<td>3</td>
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<td>LSIS A102</td>
<td>Origins: Earth-Solar System-Life (NS GER)</td>
<td>5</td>
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<td>LSIS A201</td>
<td>Life on Earth (NS GER)</td>
<td>5</td>
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<tr>
<td>MATH A205</td>
<td>Communicating Mathematical Ideas</td>
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### Liberal Studies Integrated Sciences Core (10 credits)

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</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A407</td>
<td>Observation and Documentation in Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>EDEC A408</td>
<td>Children’s Literature: Early Childhood Years</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A300</td>
<td>Philosophical and Social Context of American Education (GER Capstone)</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A301</td>
<td>Foundations of Literacy and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A302</td>
<td>Foundations of Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>PEP A345</td>
<td>Incorporating Health and Physical Activity into the Pre-K-6 Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

### Mathematical Skills (6-7 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course from GER quantitative skills list</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

### Oral and Written Communication Skills (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course from GER oral communication list</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select two courses from GER written communication list</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### E. MAJOR REQUIREMENTS

1. Complete the following core courses (29 credits). Field experience in early childhood programs may be required as part of the courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A407</td>
<td>Observation and Documentation in Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>EDEC A408</td>
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<td>3</td>
</tr>
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<tr>
<td>EDFN A302</td>
<td>Foundations of Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>PEP A345</td>
<td>Incorporating Health and Physical Activity into the Pre-K-6 Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Complete the following methodology requirements (6 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A403</td>
<td>Mathematics and Science in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A404</td>
<td>Literacy for Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Complete the following internship and seminar requirements (14 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A492</td>
<td>Early Childhood Seminar (1+1)</td>
<td>2</td>
</tr>
<tr>
<td>EDEC A495</td>
<td>Early Childhood Internship (3+9)</td>
<td>12*</td>
</tr>
</tbody>
</table>

*Special note: Completion of 12 credits required for degree and certification.

4. Complete an additional 12 credits of electives.

5. A total of 121-122 credits is required for the degree of which 42 must be upper division.
INSTITUTIONAL RECOMMENDATION
PRE-K-3 TEACHER CERTIFICATION
Candidates who complete an internship in the primary grades (Pre-K-3rd grade) may apply for teacher certification, Pre-K-3rd grade. Following are the requirements for an institutional recommendation:

1. Major Requirements completed with a grade of C or higher.
2. Alaska studies requirement, MATH A205, and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments completed with a grade of C or higher.
3. Cumulative GPA of 2.75.
4. Cumulative GPA of 2.75 in all Major Requirements.
5. Passing scores on the Praxis I (PPST) and Praxis II (0011 or 0014) exams.
6. Internships satisfactorily completed.
7. Bachelor of Arts in Early Childhood Education degree conferred.
BACHELOR OF ARTS,  
EARLY CHILDHOOD EDUCATION  

An individual interested in undergraduate early childhood preparation may obtain a Bachelor of Arts in Early Childhood Education to work with children from the ages of birth to age eight. Individuals with baccalaureate degrees should refer to Chapter 11 for information on post-baccalaureate certificates.

The Bachelor of Arts in Early Childhood is a professional degree. Unique features of the program include a foundation in liberal studies with coursework in child development and families. Candidates will engage in field experiences throughout their coursework to directly apply teaching and learning principles. In addition, candidates will engage in an internship(s) in early childhood settings. Admission to the program occurs in two stages (see below) and admission to the internship requires academic achievement, written and oral communication skills, and community involvement. See Field Placements located at the beginning of the College of Education section of this chapter.

ADMISSION REQUIREMENTS

Admission to the University of Alaska Anchorage: 

Early Childhood Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available on the UAA website at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Early Childhood Major

Admission to the Department of Teaching and Learning is a prerequisite for all upper division coursework in early childhood. In order to be admitted to the Department of Teaching and Learning, applicants must:

1. Complete the application to the Department of Teaching and Learning, Early Childhood major by one of the following dates: March 1, August 1, or November 1.

2. Complete a minimum of 45 foundation credits, including all Tier 1: Basic College-Level Skills General Education Requirements, required for the degree (transfer credits may be used).

3. Complete a minimum of 18-21 lower division credits from the Early Childhood Major Requirements with a grade of C or higher.

4. Have a cumulative GPA of 2.75.

5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST) examination. Contact the College of Education Department of Teaching and Learning for current passing scores.


Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the University as an Early Childhood major does not guarantee admission to the department.

Admission to Early Childhood Internship

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Early Childhood major.

2. Submit an application form for admission to internship. Contact the Office of Clinical Services and Certification for appropriate deadlines.

3. Submit one letter of recommendation from someone who can speak to the applicant’s potential as a future early childhood educator.

4. Demonstrate general content knowledge competency through successful completion of all foundation 70% of required coursework with a 2.75 GPA and a passing score on Praxis II: Elementary Education: Content Knowledge (0014) or Elementary Education: Curriculum, Instruction and Assessment (0011).

5. Submit a resume that provides evidence of successful experiences working with children.

6. Interview.

7. Initiate fingerprinting and criminal background check process.

8. Provide evidence of a current physical examination. This service is available free at the UAA Student Health Center.

9. Maintain student health insurance throughout internship. Candidates may purchase this insurance through UAA.

Note: Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

ACADEMIC PROGRESS
Internship(s) must be completed successfully and a All Early Childhood Major Requirements courses, the Alaska studies requirement, MATH A205, and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments must be completed with a grade of C or higher and internship(s) must be completed successfully in order to obtain an institutional recommendation for teacher certification. In addition, MATH A205 and foundation courses in child development and families and community relationships must be completed with a grade of C or higher in order to obtain an institutional recommendation for teacher certification.

**GRADUATION REQUIREMENTS**
Candidates must complete the following requirements:

**A. GENERAL UNIVERSITY REQUIREMENTS**
Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

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

**C. BACKGROUND CHECK REQUIREMENTS**
See Field Placements located at the beginning of the College of Education section of this chapter.

**D. FOUNDATION REQUIREMENTS**
Complete the following foundation courses. The courses are selected to provide future early childhood educators with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the foundation courses may also be used to meet General Education Requirements.

**Child Development (6 credits)**
- DN A145 Child Nutrition 3
- EDSE A212 Human Development and Learning (3) 3
- or
- PSY A245 Child Development (3)

**Families & Community Social Relationships and Inclusive Environments (11-12 credits)**
- EDEC A242 Family and Community Partnerships 3
- EDEC A303 Young Children in Inclusive Settings 3

Select two courses from the following: 5-6
- CEL A292 Introduction to Civic Engagement (3)
- EDEL A327 Teaching Social Studies in Elementary Schools (2)
- EDSE A474 Special Children from Birth through Five (3)
- EDSE A482 Inclusive Classrooms for All Children (3)
- SWK A342 Human Behavior in the Social Environment (3) 3
- or
- SWK A409 Introduction to Child Welfare (3)

**Liberal Studies Humanities and Social Sciences Core* (18 credits)**
*Students must meet General Education Requirements (GER) for Baccalaureate Degrees including 6 credits of social science (SS), from two different disciplines, and 6 credits of humanities (HUM).

Complete the following courses:
- Select one course from GER fine arts list 3
- EDEC A105 Introduction to the Field of Early Childhood (SS GER) 3
- LSSS A111 Cultural Foundations of Human Behavior (SS GER) (3) 3
- or
- SWK A243 Cultural Diversity and Community Service Learning (SS GER) (3)
- HIST A132 History of United States II
Select one Alaska studies course from the following: 3

ANTH A200 Natives of Alaska (SS GER) (3)
EDFN A478 Issues in Alaska Native Education, K-12 (3)
HIST A341 History of Alaska (HUM GER) (3)

(if HIST A341 is taken in place of ANTH A200 an additional SS GER)

Select one course from the following: 3

ANTH A250 The Rise of Civilization (SS GER) (3)
GEOG/INTL A101 Local Places/Global Regions: Introduction to Geography (SS GER) (3)
HIST A131 History of United States I (HUM GER) (3)
HNRS A292 Honors Seminar in Social Science (SS GER) (2)
LSIC A331 Power, Authority, and Governance (3)
PS A101 Introduction to American Government (SS GER) (3)
PS A102 Introduction to Political Science (SS GER) (3)

Liberal Studies Integrated Sciences Core (10 credits)
LSIS A102 Origins: Earth-Solar System-Life (NS GER) 5
LSIS A201 Life on Earth (NS GER) 5

Mathematical Skills (6-7 credits)
Select one course from GER quantitative skills list (MATH A107 recommended) 3-4
MATH A205 Communicating Mathematical Ideas 3

Oral and Written Communication Skills (9 credits)
Select one course from GER oral communication list 3
Select two courses from GER written communication list 6

**E. MAJOR REQUIREMENTS**

1. Complete the following core courses (29-33 credits). Field experience in early childhood programs may be required as part of the courses.

   - EDEC A106 Creativity and the Arts in Early Childhood 3
   - EDEC A206 Integrated Curriculum for Young Children 3
   - EDEC A210 Guiding Young Children 3
   - EDEC A241 Infant and Toddler Development 3
   - EDEC A242 Family and Community Partnerships 3
   - EDEC A303 Young Children in Inclusive Settings 3
   - EDEC A407 Observation and Documentation in Early Childhood 4
   - EDEC A408 Children’s Literature: Early Childhood Years 3
   - EDFN A300 Philosophical and Social Context of American Education (GER Capstone) (3) or
   - EDFN A304 Comparative Education (GER Capstone) (3)
   - EDFN A301 Foundations of Literacy and Language Development 3
   - EDFN A302 Foundations of Educational Technology 2
   - PEP A345 Incorporating Health and Physical Activity into the Pre-K-6 Classroom 2
2. Complete the following methodology requirements (14 credits):
   EDEC A403 Mathematics and Science in Early Childhood 3
   EDEC A404 Literacy for Young Children 3
   EDEL A427 Teaching Social Studies in Elementary Schools 2
   PEP A345 Incorporating Health and Physical Activity into the Pre-K-6 Classroom 2

3. Complete the following internship and seminar requirements (14 credits):
   EDEC A492 Early Childhood Seminar (1+1) 2
   EDEC A495 Early Childhood Internship (3+9) 12*
   *Special note: Completion of 12 credits required for degree and certification.

4. Complete an additional 12 credits of electives.

5. A total of 121-122 credits is required for the degree of which 42 must be upper division.

INSTITUTIONAL RECOMMENDATION

PRE-K-3 TEACHER CERTIFICATION

Candidates who complete an internship in the primary grades (Pre-K-3rd grade) may apply for teacher certification, Pre-K-3rd grade. Following are the requirements for an institutional recommendation:

1. Major Requirements completed with a grade of C or higher.
2. Alaska studies requirement, MATH A205, and Foundation course Requirements in Child Development and Families & Community Social Relationships and Inclusive Environments completed with a grade of C or higher.
3. Cumulative GPA of 2.75.
4. Cumulative GPA of 2.75 in all Major Requirements.
5. Passing scores on the Praxis I (PPST) and Praxis II (0011 or 0014) exams.
6. Internships satisfactorily completed.
7. Bachelor of Arts in Early Childhood Education degree conferred.
April 2, 2010

TO: Dr. Hilary Davies, Chair, UAA Undergraduate Academic Board

cc: Dr. Hilary Seitz, Chair, College of Education Course and Curriculum Committee
    Dr. Jim Powell, Chair, Department of Teaching and Learning
    Dr. Donna Gail Shaw, COE Associate Dean

FR: Dr. Tim Jester, Elementary Education Program Coordinator

SB: Elementary Program Revision Packet

On behalf of the Elementary Education program, I am submitting a packet for a minor program change. The goals of the revision are to align the program with the current standards of the Association for Childhood Education International (ACEI) and the National Council for Accreditation of Teacher Education (NCATE); reflect the Department of Teaching and Learning’s emphasis on culturally responsive education and the Alaska context; and enhance coherence among program goals and outcomes, courses, field experiences, and assessments.

Major features of the revised program include a researched-based conceptual framework; increased emphasis on culturally responsive teaching and Alaska’s socio-cultural context; and scaffolding of field experiences across the program and in diverse settings.

Elementary Education is also deleting the Special Education Emphasis of the BA in Elementary Education. This option is no longer available and most of the courses have been purged.

This packet contains:

- Program Action Request (PAR)
- Complete catalog copy including student learning outcomes
- CAR’s and CCG’s
- Coordination Form: Copy of coordination emails sent to UAA listserv and department chairs of affected units
- Four-year Course Offering Plan
- Resource Implication Form
- Program Assessment Plan

If you have questions, you may contact me at 786-1666 or aftej@uaa.alaska.edu.
1a. School or College
   EA COE
1b. Division
   No Division Code
1c. Department
   EDTL

2. Complete Program Title/PREFIX
   Bachelor of Arts, Elementary Education

3. Type of Program
   - OEC
   - Undergrad Certificate
   - AA/AAS
   - Baccalaureate
   - Minor
   - Post Baccalaureate Certificate
   - Graduate
   - Graduate Certificate
   - Doctoral
   - Specialty

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

5. Implementation Date (semester/year)
   From: Fall/2010   To: /9999

6a. Coordination with Affected Units
   Department, School, or College: Early Childhood Education, CAS (Liberal Studies, Languages, History, Anthropology), Community Campuses: KPC, Mat-Su, Kodiak, PWSCC
   Initiator Name (typed): Timothy Jester
   Initiator Signed Initials: _________  Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  Date: 3/15/10

6c. Coordination with Library Liaison  Date: February 2, 2010

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

8. Justification for Action
   Program revised to reflect Department of Teaching and Learning and Elementary program's goal to prepare culturally responsive educators for Alaska and beyond. Also revised to more clearly address accreditation standards required by Association of Childhood Education International and the National Council for Accreditation of Teacher Education.

Initiator (faculty only)

Timothy Jester

Initiator (TYPE NAME)

☐ Approved  ☐ Disapproved

Dean/Director of School/College

Date

Department Chairperson

Date

Undergraduate/Graduate Academic

Date

Board Chairperson

Approved

Disapproved

Provost or Designee

Approved

Disapproved

Date
1a. School or College  
   EA COE  

1b. Division  
   No Division Code  

1c. Department  
   EDTL  

2. Complete Program Title/Prefix  
   Special Education Emphasis of the BA in Elementary Education  

3. Type of Program  
   - OEC  
   - Undergrad Certificate  
   - AA/AAS  
   - Baccalaureate  
   - Minor  
   - Post Baccalaureate Certificate  
   - Graduate  
   - Graduate Certificate  
   - Doctoral  
   - Specialty  

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

5. Implementation Date (semester/year)  
   From: Fall/2010  
   To: 9999  

6a. Coordination with Affected Units  
   Department, School, or College: COE; Community Campuses  
   Initiator Name (typed): Timothy Jester  
   Initiator Signed Initials: _________  
   Date:________________  

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
   Date: 3/30/10  

6c. Coordination with Library Liaison  
   Date: N/A  

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

8. Justification for Action  
   The Special Education Emphasis is no longer an option for BAEL students. Required courses have been purged.  

   Initiator (faculty only)  
   Timothy Jester  
   Initiator (TYPE NAME)  
   Initiator (faculty only) Date  
   Initiator (TYPE NAME) Date  
   Dean/Director of School/College Date  
   Undergraduate/Graduate Academic Date  
   Board Chairperson Date  
   Provost or Designee Date  
   Department Chairperson Date  
   Curriculum Committee Chairperson Date  
   Provost or Designee Date  
   Department Chairperson Date  
   Curriculum Committee Chairperson Date  
   Provost or Designee Date
BACHELOR OF ARTS,  
ELEMENTARY EDUCATION  
(with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11 for information on post-baccalaureate certificates.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska’s context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education.

STUDENT OUTCOMES

Student outcomes for the program are based on the Standards for Alaska’s Teachers located at: www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

ADMISSION REQUIREMENTS

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available on the UAA website at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning or PSY A245 Child Development.

7. Submit Interested Person Report.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences
Admission to field experiences is separate from admission to the program and may be limited by our partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for practica and internship courses must be submitted by February 15 or October 15. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

Elementary Practicum I Admission Criteria
Practicum I includes blocked courses in literacy and social studies methodology, a seminar in culturally responsive teaching, and a supervised experience in an elementary classroom with a diverse student population.

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for Practicum I by the Department’s published deadline.
3. Complete EDFN A301 with a minimum grade of C.
4. Have a cumulative GPA of 2.75.
5. Have a GPA of 3.00 in Major Requirements.

Elementary Practicum II Admission Criteria
Practicum II includes blocked courses in mathematics and science methodology, a seminar in designing learning environments, and a supervised experience in an elementary classroom.

1. Meet all requirements for Practicum I.
2. Submit an application form for Practicum II, including a resume and letter of introduction, by the Department’s published deadline.
3. Complete EDFN A300 or A304, EDFN A302, and EDFN A392 with a minimum grade of C and EDEL A395 with a P.
4. Participate in a screening interview.
5. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Contact COE Clinical Services and Certification for more information.
6. Provide evidence of current physical examination. This service is available free at the UAA Student Health Center.
7. Maintain student health insurance throughout Practicum II. Candidates may purchase this insurance through UAA.

Elementary Internship Admission Criteria
The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis will be placed on meeting the Alaska Beginning Teacher Standards.

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an elementary education major.
2. Submit an application form for admission to internship by the Department’s published deadline.
3. Complete all degree course work with the exceptions of EDEL A492B and EDEL A495B.
4. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
5. Have a cumulative GPA of 2.75.
6. Have a GPA of 3.00 in Major Requirements.
7. Submit a current Student Teaching Authorization Certificate.
ACADEMIC PROGRESS
Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212/PSY A245, and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

GRADUATION REQUIREMENTS
Candidates must complete the following graduation requirements:

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

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

C. BACKGROUND CHECK REQUIREMENTS
See Field Placements located at the beginning of the College of Education section of this chapter.

D. LIBERAL STUDIES AREA
Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GER).

Liberal Studies Integrated Sciences Core (15 credits)
- LSIS A201 Life on Earth 5
- LSIS A202 Concepts and Processes: Natural Sciences 5

Liberal Studies Integrative Core (9 credits)
- LSIC/PHIL A231 Truth, Beauty, and Goodness 3
- LSIC A331 Power, Authority, and Governance 3
- LSIC A332 Science, Technology, and Culture 3

Liberal Studies Social Sciences (SS) and Humanities (HUM) Core (27 credits)
Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).
- ANTH A250 The Rise of Civilization (SS GER) 3
- HIST A131 History of United States I (HUM GER) (3) 3
  or
- HIST A132 History of United States II (HUM GER) (3) 3
  or
- HIST A355 Major Themes in US History (3)
- EDSE A212 Human Development and Learning (3) 3
  or
- PSY A245 Child Development (3)
- ENGL A121 Introduction to Literature (HUM GER) (3) 3
  or
- ENGL A201 Masterpieces of World Literature I (HUM GER) (3)
  or
- ENGL A202 Masterpieces of World Literature II (HUM GER) (3)
- HUM A211 Introduction to Humanities I (HUM GER) (3) 3
  or
HUM A212  Introduction to Humanities II  
(HUM GER) (3)
LSSS A111  Cultural Foundations of Human  
Behavior (SS GER)  3
LSSS A311  People, Places, and Ecosystems  3
LSSS A312  Individuals, Groups, and Institutions  3
Select one course from GER fine arts list  3

**Mathematical Skills (9-13 credits)**
MATH A205  Communicating Mathematical Ideas  
and  3
STAT A252  Elementary Statistics (3)  3-4
or
STAT A253  Applied Statistics for the Sciences (4)  
and
Select one additional course from the GER quantitative skills list  3-6

**Oral and Written Communication Skills (9 credits)**
Select one course from GER oral communication list  3
Select two courses from GER written communication list  6

E. **MAJOR REQUIREMENTS**

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (20 credits)
   - EDEC A242  Family and Community Partnerships  3
   - EDEL A205  Becoming a Teacher  2
   - EDFN A206  Introduction to Assessment in  
     Education  1
   - EDFN A300  Philosophical and Social Context of  
     American Education (3)  3
   - EDFN A304  Comparative Education (3)
   - EDFN A301  Foundations of Literacy and  
     Language Development  3
   - EDFN A302  Foundations of Educational  
     Technology  2
   - EDFN A478  Issues in Alaska Native Education,  
     K-12  3
   - EDSE A482  Inclusive Classrooms for  
     All Children  3

2. Complete the following method courses (18 credits)**
   - EDEC A106  Creativity and the Arts in Early  
     Childhood Education  3
   - EDEL A325  Teaching Literacy in Elementary  
     Schools  6
   - EDEL A327  Teaching Social Studies in Elementary  
     Schools  2
   - EDEL A426  Teaching Mathematics in Elementary  
     Schools  3
   - EDEL A428  Teaching Science in Elementary  
     Schools  2
   - PEP A345  Incorporating Health and Physical  
     Activity into the Pre-K-6 Classroom  2

**Concurrent enrollment in a seminar and a practicum or internship may be required.

3. Complete the following seminars, practica, and internship (21 credits)
   - EDEL A392  Elementary Education Seminar I:  
     Culturally Responsive Teaching  2
INSTITUTIONAL RECOMMENDATION,
ELEMENTARY TEACHER CERTIFICATION (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212/PSY A245, and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

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ELEMENTARY EDUCATION
Professional Studies Building (PSB), Room 224, (907) 786-4481
www.coe.uaa.alaska.edu/elementary

BACHELOR OF ARTS,
ELEMENTARY EDUCATION
(with Teacher Certification)
Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11 for information on post-baccalaureate certificates.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska’s context; a strong liberal studies emphasis; exposure to a range of teaching and curriculum design approaches, including integration of educational technology, and focused field experiences; developmentally sequenced and in a variety of school/classroom settings a year-long internship that follows the school district’s calendar rather than the UAA calendar. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education profession. Admission to the program occurs in two stages (see below) and admission to the internship is competitive. Criteria considered for admission to the internship include academic achievement, written and oral communication skills, and community involvement. The deadline for internship placement consideration is February 15. See Field Placements located at the beginning of the College of Education section of this chapter.

STUDENT OUTCOMES
Student outcomes for the program are based on the Standards for Alaska’s Teachers located at: www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

ADMISSION REQUIREMENTS
Admission to the University of Alaska Anchorage: Elementary Education Major
Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available on the UAA website at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major
Admission to the Department of Teaching and Learning is a prerequisite for all education coursework with the exceptions of EDFN A101 Introduction to Education, EDFN A300 Philosophical and Social Context of American
In order to be admitted to the Department of Teaching and Learning, students must:

1. Complete an application to the Department of Teaching and Learning by one of the following dates: March 1, August 1, or November 1.
2. Complete the Tier I Basic College-Level Skills General Education Requirements—a minimum of 60 liberal studies credits, including all General Education Requirements, required for the degree (transfer credits may be used).
3. Have a cumulative GPA of 3.00.
4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning or PSY A245 Child Development.
7. Submit Interested Person Report.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences
Admission to field experiences is separate from admission to the program and may be limited by our partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for practica and internship courses must be submitted by February 15 or October 15. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

Elementary Practicum I Admission Criteria
Practicum I includes blocked courses in literacy and social studies methodology, a seminar in culturally responsive teaching, and a supervised experience in an elementary classroom with a diverse student population.

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for Practicum I by the Department’s published deadline.
3. Complete EDFN A301 with a minimum grade of C.
4. Have a cumulative GPA of 2.75.
5. Have a GPA of 3.00 in Major Requirements.

Elementary Practicum II Admission Criteria
Practicum II includes blocked courses in mathematics and science methodology, a seminar in designing learning environments, and a supervised experience in an elementary classroom.

1. Meet all requirements for Practicum I.
2. Submit an application form for Practicum II, including a resume and letter of introduction, by the Department’s published deadline.
3. Complete EDFN A300 or A304, EDFN A302, and EDFN A392 with a minimum grade of C and EDEL A395 with a P.
4. Participate in a screening interview.
5. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Contact COE Clinical Services and Certification for more information.
6. Provide evidence of current physical examination. This service is available free at the UAA Student Health Center.
7. Maintain student health insurance throughout Practicum II. Candidates may purchase this insurance through UAA.

Education, and EDFN A304 Comparative Education. In order to be admitted to the Department of Teaching and Learning, students must:
Admission to Elementary Internship Admission Criteria

The Elementary Education Programs Admission Committee determines a candidate's readiness to enroll in methods and the internship. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content, methodology, or classroom experience.

The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis will be placed on meeting the Alaska Beginning Teacher Standards.

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an elementary education major.
2. Submit an application form for admission to internship status by February 15, the Department's published deadline.
3. Submit one letter of recommendation from someone who can speak to the candidate's potential as a future elementary teacher.
4. Demonstrate general content knowledge competency through successful completion of all liberal studies coursework and a passing score on the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
5. Provide evidence of successful experiences working with children. Have a cumulative GPA of 2.75.
6. Have a GPA of 3.00 in Major Requirements.
7. Interview.
8. Initiate fingerprinting and criminal background check process. Submit a current Student Teaching Authorization Certificate.
9. Provide evidence of a current physical examination. This service is available free at the UAA Student Health Center.
10. Maintain student health insurance throughout internship. Candidates may purchase this insurance through UAA.

Note: Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

ACADEMIC PROGRESS

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) first internship is required for enrollment in the second internship (EDEL A495B). Child development, Alaska studies, MATH A205, and all Elementary Education Major courses must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

GRADUATION REQUIREMENTS

Candidates must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

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

B. GENERAL EDUCATION REQUIREMENTS

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

C. BACKGROUND CHECK REQUIREMENTS

See Field Placements located at the beginning of the College of Education section of this chapter.

D. LIBERAL STUDIES AREA

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GER).

Liberal Studies Integrated Sciences Core (156 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSIS A101</td>
<td>Discoveries in Science</td>
<td>1</td>
</tr>
<tr>
<td>LSIS A102</td>
<td>Origins: Earth-Solar System-Life</td>
<td>5</td>
</tr>
<tr>
<td>LSIS A201</td>
<td>Life on Earth</td>
<td>5</td>
</tr>
<tr>
<td>LSIS A202</td>
<td>Concepts and Processes: Natural Sciences</td>
<td>5</td>
</tr>
</tbody>
</table>
**Liberal Studies Integrative Core (9 credits)**
- LSIC/PHIL A231 Truth, Beauty, and Goodness 3
- LSIC A331 Power, Authority, and Governance 3
- LSIC A332 Science, Technology, and Culture 3

**Liberal Studies Social Sciences (SS) and Humanities (HUM) Core (34-42 credits)**

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

- ANTH A250 The Rise of Civilization (SS GER) 3
- ANTH A200 Natives of Alaska (SS GER) 3
- or
- EDEN A478 Issues in Alaska Native Education, K-12 (2)
- or
- HIST A341 History of Alaska (HUM GER) 3
- HIST A131 History of United States I (HUM GER) 3
- or
- HIST A132 History of United States II (HUM GER) 3
- or
- HIST A355 Major Themes in US History (3)
- EDSE A212 Human Development and Learning (3)
- or
- PSY A245 Child Development (3)
- EDSE A212L Human Development and Learning Lab (1)
- or
- PSY A245L Child Development Laboratory (1)
- ENGL A121 Introduction to Literature (HUM GER) 3
- or
- ENGL A201 Masterpieces of World Literature I (HUM GER) 3
- or
- ENGL A202 Masterpieces of World Literature II (HUM GER) 3
- HUM A211 Introduction to Humanities I (HUM GER) 3
- or
- HUM A212 Introduction to Humanities II (HUM GER) 3
- or
- LSSS A111 Cultural Foundations of Human Behavior (SS GER) 3
- LSSS A311 People, Places, and Ecosystems 3
- LSSS A312 Individuals, Groups, and Institutions 3

Select one course from GER fine arts list 3

Two semester sequence of one language* 0-8

*Any language other than English may be waived if fluency in a language other than English can be demonstrated as if grades of C or higher were received in four years of one language completed in high school.

**Mathematical Skills (9-13 credits)**

- MATH A107 College Algebra (4) 3-6
- or
- MATH A108 Trigonometry (3)
- or
- MATH A109 Precalculus (6)
- or
MATH A200  Calculus I (4)

or

MATH A201  Calculus II (4)

and

MATH A205  Communicating Mathematical Ideas  3

and

STAT A252  Elementary Statistics (3)  3-4

or

STAT A253  Applied Statistics for the Sciences (4)

and

Select one additional course from the GER quantitative skills list  3-6

Oral and Written Communication Skills  (9 credits)

Select one course from GER oral communication list  3
Select two courses from GER written communication list  6

E. MAJOR REQUIREMENTS

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (20-14 credits)
   EDEC A242  Family and Community Partnerships  3
   EDEL A205  Becoming a Teacher  2
   EDFN A206  Introduction to Assessment in Education  1
   EDFN A300  Philosophical and Social Context of American Education (3)  3
   or
   EDFN A304  Comparative Education (3)
   EDFN A301  Foundations of Literacy and Language Development  3
   EDFN A302  Foundations of Educational Technology  2
   EDFN A303  Foundations of Teaching and Learning  3
   EDFN A478  Issues in Alaska Native Education, K-12  3
   EDSE A482  Inclusive Classrooms for All Children  3

2. Complete the following method courses (18-9 credits)**
   EDEC A106  Creativity and the Arts in Early Childhood Education  3
   EDEL A3425  Teaching Reading Literacy in Elementary Schools  4
   EDEL A327  Teaching Social Studies in Elementary Schools  2
   EDEL A426  Teaching Mathematics in Elementary Schools  3
   EDEL A427  Teaching Social Studies in Elementary Schools  2
   EDEL A428  Teaching Science in Elementary Schools  2
   EDEL A430  Teaching Language Arts in Elementary Schools  3
   EDEL A431  Creative Expression: Music, Art, and Drama for Elementary Teachers  3
   PEP A345  Incorporating Health and Physical Activity into the Pre-K-6 Classroom  2
**Concurrent enrollment in a seminar and a practicum or internship may be required.**

3. Complete the following seminars, practica, and internships (921 credits)

   - EDEL A392 Elementary Education Seminar I: Culturally Responsive Teaching 2
   - EDEL A395 Elementary Education Practicum I: Diversity, Literacy, Social Studies 2
   - EDEL A492A Elementary Education Seminar II: Learning Environments 2
   - EDEL A492B Elementary Education Seminar III: Teaching Capstone 3
   - EDEL A495A Internship I:Elementary Education Practicum II: Learning Environments, Math, Science 3
   - EDEL A495B Internship II:Elementary Education Internship 96

4. A total of 120 - 132 credits is required for the degree, of which 42 credits must be upper division. Some students may have to take a 1 credit elective to acquire 120 credits.

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**INSTITUTIONAL RECOMMENDATION, ELEMENTARY TEACHER CERTIFICATION (K-6)**

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 3.00.
3. Cumulative GPA of 3.00 in all major requirements, EDSE A212/PSY A245, and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internships satisfactorily completed.
6. Baccalaureate BA in Elementary Education degree conferred.

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**SPECIAL EDUCATION EMPHASIS, Admission Suspended**

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