August 26th, 2011
2:00-5:00
ADM 204

I. Roll
( ) Hilary Davies  ( ) Susan Garton  ( ) Helena Jermalovic  ( ) Adjunct vacancy
( ) Paola Banchero  ( ) Hilary Seitz  ( ) Francisco Miranda  ( ) USUAA vacancy
( ) Leanne Davis  ( ) Cheryl Smith  ( ) FS at large vacancy  Ex-Officio Members:
( ) Mari Ippolito  ( ) Utpal Dutta  ( ) Bettina Kipp  ( ) Bart Quimby
( ) Susan Fallon  ( ) Kevin Keating  ( ) David Edgecombe  ( ) Shirlee Willis-Haslip
( ) Dave Fitzgerald  ( ) Marion Yapuncich  ( ) Kathrynn Hollis Buchanan  ( ) Gianna Ridgeway
( ) Joan O’Leary

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

III. Approval of Meeting Summary (pg. 3-7)

IV. Administrative Report
A. Interim Vice Provost for Curriculum and Assessment Bart Quimby (pg. 7-13)
B. Interim University Registrar Shirlee Willis-Haslip and Associate Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Hilary Davies
B. GERC
C. Assessment Committee Report- Bart Quimby

VI. Program/Course Action Request- First Readings
Add Diagnostic Medical Sonography / DMS (pg. 15-17)
Del RUSS A101E Elementary Russian I (3 cr) (3+0) (GERC)(pg. 18)
Del SPAN A101E Elementary Spanish I (3 cr)(3+0) (GERC) (pg. 19-20)
Del SPAN A102E Elementary Spanish II (3cr)(3+0) (GERC) (pg. 21)
Del SPAN A201E Intermediate Spanish I (3cr)(3+0) (GERC) (pg. 22)
Chg SPAN A310 Selected Topics: Literary Trends and Traditions (3 cr)(3+0)(pg. 24-28)
Chg SOC A362 Social Science Statistics (4 cr)(3+1)(pg. 41-45)
Chg PSY A362 Social Science Statistics (4 cr)(3+2)(pg. 46)
Chg SOC A404 Environmental Sociology (3cr)(3+0)(pg. 47-50)
Chg   BS, Sociology (pg. 51)

Chg   BA, Sociology (pg. 52-56)

Chg   OSH A101 Introduction to Occupational Safety and Health (3 cr)(3+0)(pg. 57-61)


Chg   OSH A112 Introduction to Occupational Epidemiology (3 cr)(3+0)(pg. 68-71)

Chg   OSH A201 Workplace Injury and Incident Evaluations (4 cr)(4+0)(pg. 72-76)

Chg   AAS, Fire and Emergency Services Technology (pg. 77-81)

Add   CE A401 Transportation Engineering I (3 cr)(3+0)(pg. 82-86)

Add   CE A402 Transportation Engineering II (3 cr)(3+0)(pg. 87-90)

VII. Program/Course Action Request- Second Readings

VIII. Old Business

IX. New Business

A. Proposed Policy for Course Grade Deadlines (pg. 14)

B. Timely Notification of Textbooks & Course Resource Requirements
   See Interim Vice Provost for Curriculum and Assessment report

C. Workforce Credentials
   Memo from Provost Michael Driscoll (pg. 91-93)
   See Interim Vice Provost for Curriculum and Assessment report

X. Informational Items and Adjournment

A. Discuss December 16th meeting since Chancellor Holiday party is same day at 2:00 in Commons
I. Roll
(x) Hilary Davies (x) Susan Wilson (x) Deborah Fox ( ) Adjunct vacancy
(e) Paola Banchero (x) Hilary Seitz ( ) Wayne Edwards ( ) USUAA vacancy
(x) David Meyers (x) Cheryl Smith ( ) FS at large vacancy Ex-Officio Members:
(x) Suzanne Forster (x) Utpal Dutta ( ) Advis./Couns. vacancy (x) Bart Quimby
(x) Susan Fallon (x) Kevin Keating (e) David Edgecombe-Daniel Anteau ( ) Lora Volden
(x) Dave Fitzgerald (x) Marion Yapuncich ( ) Kathrynn Hollis Buchanan (x) Shirlee Willis-Haslip

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

III. Approval of Meeting Summary (pg. 4-8)
Approved

IV. Introduction of New Members and Election of New Chair
Nominations open
Hilary Davies nominated
Hilary Davies elected as chair for UAB

V. Administrative Report
A. Associate Vice Provost Bart Quimby
   Wants to remove their program outcomes from the catalog
   Inconsistency currently occurring with program outcomes

B. Interim University Registrar Shirlee Willis-Haslip and Associate Registrar Lora Volden
   Hooding Ceremony on Saturday
   Commencement on Sunday

VI. Chair’s Report
A. UAB Chair- Hilary Davies
   Recognition of Sarah Hill and Christine Lidren as they will not be returning to UAB
   Nutrition catalog credits

B. GERC- Sue Fallon
   No report

C. Assessment Committee Report- Sue Fallon
   Discussion of issue of whether or not assessment is part of program review

VII. Program/Course Action Request- First Readings from April 15th UAB meeting
Chg EDSE A474 Special Children from Birth through Five (3 cr) (3+0) (pg. 9-13)
Waived first and approved for second reading
For 10
Against 0
Approved

VIII. Program/Course Action Request- Second Readings
Chg Bachelor of Science Civil Engineering (pg. 14-25)
For 10
Against 0
Approved

Chg Minor Computer Information Systems (pg. 26-27)
Chg Bachelor of Business Administration: Management Information Systems (pg. 28-39)
For 10  
Against 0  
Approved

Chg   PS A312    Comparative Northern Politics (3 cr) (3+0) (pg. 40-43)
Chg               Bachelor of Arts, Political Science (pg. 44-51)

Chg   Bachelor of Arts, Political Science (pg. 44-51)

For 10  
Against 0  
Approved

Chg   Bachelor of Fine Arts, Art (pg. 55-69)

Chg   Bachelor of Arts, Art (pg. 54)
Chg   ART (pg. 52)
Chg   Minor in Art Education, ART (pg. 53)
Chg   Minor in Art, ART (pg. 52)

For 10  
Against 0  
Approved

Chg   Bachelor of Fine Arts, Art (pg. 55-69)

Chg   Bachelor of Arts, Art (pg. 54)
Chg   Bachelor of Fine Arts, Art (pg. 55-69)

Chg GEO A301    Professional Development I (1 cr) (0+2) (pg. 70-74)

For 10  
Against 0  
Approved

Add GEO A302    Professional Development II (1 cr) (0+2) (pg. 75-79)

For 10  
Against 0  
Approved

Add GEO A303    Professional Development III (1 cr) (0+2) (pg. 80-84)

For 10  
Against 0  
Approved

Chg GEO A365    Geomatics Adjustment and Analysis (4 cr) (4+0) (pg. 85-91)
Motion to table
For 8  
Against 0  
GEO A365 tabled

Chg GIS A371    GIS Applications I (3 cr) (1+4) (pg. 92-95)

For 11  
Against 0  
Approved

Chg ANTH A210   Introduction to Linguistic Anthropology (3 cr) (3+0) (pg. 96-99)
Chg ANTH A211   Fundamentals of the Archaeology (3 cr) (3+0) (pg. 100-104)

For 11  
Against 0  
Approved ANTH A210 and A211

Chg ANTH A225   Cook Inlet Anthropology (3 cr) (3+0) (pg. 105-108)
Objection from the original initiator of the Allen Boraas
Motion to table
For 11  
Against 0  
Tabled ANTH A225

Chg ANTH A270   Women in Cross-cultural Perspective (3 cr) (3+0) (pg. 109-112)
For 10
Chg ANTH A312 North American Archaeology (3 cr) (3+0) (pg. 113-116)
For 10
Against 0
Approved

Del ANTH A333 Peoples and cultures of Southeast Asia (3 cr) (3+0) (pg. 117)
For 10
Against 0
Approved

Chg ANTH A335 Native North Americans (3 cr) (3+0) (pg. 118-121)
Motion to table
For 10
Against 0
Tabled ANTH A335

Chg ANTH A336 Peoples and Cultures of South America (3 cr) (3+0) (pg. 122-125)
For 10
Against 0
Approved

Chg ANTH A338 Peoples and Cultures of Scandinavia (3 cr) (3+0) (pg. 126-129)
Motion to table
For 11
Against 0
Tabled ANTH A338

Chg ANTH A361 Languages and Culture (3 cr) (3+0) (pg. 130-133)
For 11
Against 0
Approved

Chg ANTH A365 Modern Human Biological Diversity (3 cr) (3+0) (pg. 134-138)
For 11
Against 0
Approved

Chg ANTH A400 Anthropology of Religion (3 cr) (3+0) (pg. 139-142)
For 10
Against 0
Approved

Chg ANTH A413 Peopling of the Americas (3 cr) (3+0) (pg. 143-147)
For 11
Against 0
Approved

Chg ANTH A415 Applied Anthropology (3 cr) (3+0) (stacked with ANTH A615) (pg. 148-157)
Need updated bibliography
For 9
Against 0
Approved

Chg ANTH A416 Arctic Archaeology (3 cr) (3+0) (pg. 158-163)
For 11
Against 0
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<td>Ethnohistory (3 cr) (3+0) (stacked with ANTH A627) (pg. 164-172)</td>
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<td>Field Methods in Archeology (1-8 cr) (0+3-24) (stacked with ANTH A631) (pg. 173-182)</td>
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<td>Hunting and Gathering Societies (3 cr) (3+0) (pg. 183-187)</td>
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<td>Chg ANTH A480</td>
<td>Analytical Techniques in Archeology (3 cr) (3+0) (stacked with ANTH A680) (pg. 237-246)</td>
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Against 0
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Chg ANTH A481 Museum Studies in Anthropology (3 cr) (3+0) (stacked with ANTH A681) (pg. 247-262)

For 9
Against 0
Approved

Tabled at 2nd reading:
Chg PSY A490 Advanced Topics in Psychology (1 cr) (1-3+0)
Chg PSY A492 Senior Seminar: Contemporary Issues in Psychology (3 cr) (3+0)
Tabled PSY A490 and PSY A492 until GAB can review PSY A690 and PSY 6492

IX. Old Business
A. Electronic signatures on curriculum- Lora Volden and Christine Lidren are researching options

X. New Business
A. UAB topics
   Board of Regents states that C- will be transferred in as a C
   Transfer grades- clarification has come in
   Listing adjuncts in catalog- need to discussed next year
   Incomplete grade- remove from list of topics
   Fairbanks does not have compressibility

B. Review of report to Faculty Senate regarding what has been done by UAB this year

XI. Informational Items and Adjournment
A. Curriculum Log
B. Curriculum Handbook
C. Catalog Copy
D. Accreditation website

Meeting Adjourned
Vice Provost for Curriculum & Assessment
Report to the Undergraduate Academic Board

Date: 19 August 2011
To: Undergraduate Academic Board
From: T. Bart Quimby, Interim Vice Provost for Curriculum & Assessment
RE: Undergraduate Curriculum Activity over the summer and a look at the coming year

In this report it is my intention to summarize curriculum activities over the summer that are of interest to the UAB and to take a look at a few of the tasks looming on the horizon.

There has been some personnel changes in Office of Academic Affairs this year. Of particular interest to the board is the retirement of Tom Miller, Vice Provost for Accreditation and Undergraduate programs. To fill the void, the Provost has asked me to fill in as Interim Vice Provost for Curriculum and Assessment until an internal search can identify someone for the permanent position. Megan Carlson has been given a more active role in accreditation. Her position has been re-titled to be Assistant Vice Provost and Accreditation Liaison Officer.

I look forward to working with UAB on these and other issues in the coming year. Please feel free to ask questions if there is something which I can make more clear.

Summer Actions

The following table contains a listing of curricular actions taken this summer which may be of interest to the boards.
**Items for Discussion in the coming year**

Several policy questions have arisen which I suggest that the UAB discuss this year.

**Posthumous Degrees**

First, the Provost’s Policy Advisory Committee (PAC) has forwarded to the Faculty Senate Executive Committee a request to add a Posthumous Degree Policy to the Catalog.

This issue was first addressed by the Registrar’s Office, the Vice Chancellor for Student Affairs, and a concerned faculty member after a number of recent deaths of UAA students. The lack of formal policy has made awarding such degrees somewhat confusing. In order to dispel the confusion and provide order to the process, the PAC submitted a draft policy to the Faculty Senate Executive Board for consideration.

**Prerequisite Issue**

In the registration process, if prerequisite checking is enabled, it often keeps people out of course who have not taken the explicit prerequisite but have completed ‘higher’ courses. For example, CHEM A055 has a prerequisite of MATH A055. If a student attempts to enroll in CHEM A055 but has not taken MATH A055, they cannot register, even if they’ve been placed higher in the math ‘chain’ of courses. It seems clear that this is not the intent of the prerequisite. It has been suggested
that the UAB allow programs to add—as a minor change—to the prerequisite chain other courses which students have taken which are higher up in the chain and/or placement tests which would indicate that students have mastered the content of the prerequisite. This provision for minor change could be added to page 20 of the Curriculum Handbook.

Limit on Independent Study Credits

A question arose about the maximum number of independent study credits a student can take. There appears to be an unconfirmed policy to limit to four credits. We have been unable to locate any such formal policy and appeal to the experience of the Board to see if anyone knows of such a policy and where it can be found. If no policy is found, this limit will no longer be enforced.

Possible Curriculum Handbook Modifications for Workforce Credentials

The Board of Regents Policy allows for a credential called “workforce credentials.” A workforce credential is a certificate made up of non-credit courses and has no limit on the maximum or minimum number of CEUs or contact time. To date there are no such certificates on the books, however, we have at least one in preparation. The introduction of workforce credentials is driving OAA to consider the approval process for the credential. Workforce credentials are similar to Occupational Endorsement Certificates in that the Regents and President have delegated final approval authority to the Chancellors. These workforce credentials are interesting in that they will consist entirely of work from non-credit courses which are not reviewed by the normal curriculum process so it is unclear as to whether or not they should be subject to the same curriculum approval process as other degree and certificate programs. The workforce credential would appear on the CEU transcript and not the normal academic transcript.

The major question to be discussed by the UAB is whether or not Workforce Credentials should be included in the current curriculum approval process or handled administratively.

If it is decided to include workforce credentials in the normal curriculum approval process used for academic degrees and certificates, then there will need to be modifications made to the Curriculum Handbook.

Suspension of Admission to a Program

This is also an issue brought up at the PAC meetings. We’ve recently suspended admissions to the Nutrition program at the request of the department and college, and have done so from time to time for other programs. (The Nutrition program found themselves in an over enrollment situation.) The question always arises as to where the procedure is articulated. The PAC talked about it possibly finding a home in the curriculum handbook, but it is not technically a curricular issue since it does not address the program curriculum or program existence. It appears to be more of an administrative issue than a curricular issue; however, we want to float it past the faculty to get their take on it.

The proposed policy statement is:

When there is a need to suspend admission to a program, the Dean or Director of the program is to request the suspension via a memo to the Provost accompanied by justification and implementation date. Upon approval, the request is sent to the registrar’s office for
implementation.

If it is deemed appropriate by the boards, then it could be included in the Curriculum Handbook. The proposal also needs to be run by the Deans/Directors and the Provost for approval. If not housed in the Curriculum Handbook the policy will be temporarily posted to the policy website until a better home can be found for it.

Your feedback on this will be helpful.

**Information Items of Interest**

There a number of curriculum related issues on the burner right now which the UAB should be aware of as there is a possibility that they will be asked to take some part in them.

**General Education Assessment**

The Office of Academic Affairs (OAA) received two memorandums from faculty committees (General Education Review Committee [GERC] and the Academic Assessment Committee [AAC]) last year which emphasized the need to determine the effectiveness of our General Education Requirements (GER) for undergraduate programs. As a result of the memorandums, as well as discussion with the committees, it seems that it is time to find a structure to enable ongoing assessment on the impact and effectiveness of general education in our undergraduate programs. Such a process will also bring us more firmly in line with our institutional accreditation standards.

One of the major weaknesses of our current situation is that there is no person or organizational entity who/which has “responsibility” for either collecting, aggregating, analyzing, or reporting data on educational effectiveness, or for making recommendations for improvement to the GER. The closest we have is assessment of the Associate of Arts degree which focuses on course level assessment in the majority of the general education courses. As a result we have difficulty characterizing the abilities of our graduates in the GER areas.

To address this need we applied to this summer’s AAC&U General Education Institute with the goal of sending a team to explore structures and methods of organizing ourselves to accomplish this work. Based on discussion with the GERC in particular and also the AAC we made particular emphasis in the proposal that we were not quite ready to make wholesale changes to our general education as we do not have any data on the impact of the current system. Our application was unsuccessful, however, we are at the point now where we need to develop a process for collecting and analyzing such data.

This academic year, I’ve requested the Faculty Senate Executive Board to help to identify a sustainable structure for general education assessment. I envision the structure to identify people and/or organizations with responsibility for managing the general education assessment. They should have the charge to explore and implement means for collecting relevant and meaningful data about the achievement of the general education outcomes by our graduates and for recommending changes to the GER to the Faculty Senate through the curriculum boards. We must also identify the resources necessary to make the process sustainable. The end product of this effort should be a proposal to the Provost to establish a structure and provide for its support. We should resist the
temptation at this point to dictate the assessment tools which should be implemented—we need to
give the new organization the ability to explore and implement available tools.

There are many solutions to this problem implemented across the country, and it would help us to
look at them, but we need to find something that works for UAA.

*Timely Notification of Textbooks & Course Resource Requirements*

After investigating a student complaint last spring, it became apparent that many faculty are not
aware of federal law (Higher Education Opportunity Act) which now requires us to notify students
during preregistration and registration of the textbooks and other materials which they will need to
purchase for their classes. This is similar to what is required concerning course fees. Once these
have been declared and posted, changes need to be minimized to truly unusual requirements. A
memorandum has been released to the faculty and staff about this issue.

At the very minimum, we need to convene a working group to examine this issue and recommend
actions and/or policies to ensure compliance with this law. This is a multi-faceted problem which is
more complex than it seems on the surface. Whatever the action and/or policy is, we need to make
sure that it is well considered and addresses the many facets in a fair and reasonable manner.

We will definitely need faculty input to ensure that we strike a good balance between adhering to the
law and meeting the needs of the faculty and students. This is an emerging issue, and it is my intent
to keep you abreast of the developments and the need for your participation as the picture becomes
clearer.

*Doctoral Program-Related Catalog Copy and Curriculum Handbook Modifications*

This will be an exciting year as we draw closer to updating our accreditation status in regards to
offering doctoral programs at UAA. In preparation for this we need to continue efforts begun last year
to examine changes to the Catalog and possible changes to the Curriculum Handbook. Drafts of
these proposed changes will be presented to the curriculum boards very soon.

UAA is seeking a reaffirmation of the Psychology joint Ph.D. program from the Board of Regents prior
to petitioning the NWCCU to change the institution’s accreditation status to include the granting of
doctoral degrees.

*Academic Assessment*

This year will also be exciting as the new Academic Assessment Handbook is implemented. The
Provost and Chancellor have both signed off on the Handbook approved at the last Faculty Senate
meeting. OAA remains committed to supporting the AAC this year as they begin the work of helping
programs better understand the effects of their programs on student learning and to devise ways to
enhance their programs for greater effectiveness.

*Eportfolio Working Group*

While not specifically a Faculty Senate related initiative, the Eportfolio Working Group (EWG) has the
potential to have a significant impact on pedagogy at UAA. We are entering the second and final year
of an initiative to investigate the use of learning outcomes-based eportfolios as a tool at the program
level to enhance student learning and assessment. The working group will continue to work this year toward a proposal to the Provost for the implementation of a UAA-wide eportfolio platform. As part of the process, seven programs participated in an intensive earlier this summer and will be working to implement their program portfolio projects throughout the year. Each of the programs and the EWG have committed to complete the year with a UAA-wide presentation on the results of their efforts. An effort will also be made to involve other groups within the institution which have been looking at eportfolios from a number of different perspectives.

**Conclusion**

I am sure that more issues will arise as the year progresses. I look forward to working with the UAB to resolve them as they do.
From: Hilary Davies

**Proposed Policy for Course Grade Deadlines**

**Motion:**

For regular semester classes, the deadline for faculty to submit course grades in UAOnline is 11:59 pm on the third business day after the last class meeting/final exam day of the semester, as listed in the class listing.

For courses which do not follow the regular semester dates, the deadline for submitting grades in UAOnline is 11:59 pm on the third business day after the last class meeting for that class.

**Rationale:** The deadline of 3 business days after the last class/meeting/final exam has been longstanding at UAA. However, this deadline has never been approved as policy.
This is a request for the addition of prefix for a new program. The program will be titled Diagnostic Medical Sonography. My request is to use DMS as the prefix for this program. Inquiry with the Office of the Registrar revealed DMS is an available prefix. Additionally, the use of this prefix will not affect any degree or certificate.

If there are any questions, I can be reached at 786-6976.
# 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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<th>1b. Division</th>
<th>1c. Department</th>
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2. Complete Program Title/PREFIX  
**Diagnostic Medical Sonography / DMS**

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

4. Type of Action:  
- PROGRAM  
- PREFIX

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Add</td>
<td>✗</td>
</tr>
<tr>
<td>Change</td>
<td></td>
</tr>
<tr>
<td>Delete</td>
<td></td>
</tr>
</tbody>
</table>

5. Implementation Date (semester/year)  
From: 03/2011 To: 9999

6a. Coordination with Affected Units  
Department, School, or College: ADHS

Initiator Name (typed): Ryan Parnell  
Date: 4-5-2011  
Initiator Signed Initials: RDP

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

6c. Coordination with Library Liaison  
Date: 4-7-2011

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

8. Justification for Action  
This request is to add a prefix for a new program developed in response to industry need and advisory board recommendations.

Initiator (faculty only)  
Ryan Parnell  
Date: 4-7-2011  
Approved: RDP  
Disapproved: __________

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

Undergraduate/Graduate Academic Board Chairperson  
Date: __________  
Approved: __________  
Disapproved: __________

Provost or Designee  
Date: __________  
Approved: __________  
Disapproved: __________
### 1. School or College
CT CTC

### 2. Division
ADHS Div of Human Svcs Health Sci

### 3. Department
MDIS

#### 2. Complete Program Title/Prefix
Diagnostic Medical Sonography / DMS

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

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

#### 5. Implementation Date (semester/year)
From: Fall 2011 To: 9999

#### 6a. Coordination with Affected Units
Department, School, or College: ADHS

- Initiator Name (typed): Ryan Parnell
- Initiator Signed Initials: 

#### 6b. Coordination Email submitted to Faculty Listserv ([uaf-faculty@lists.uaa.alaska.edu](mailto:uaf-faculty@lists.uaa.alaska.edu))
- Date: 

#### 6c. Coordination with Library Liaison
- Date: 

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

#### 8. Justification for Action
This request is to add a prefix for a new program developed in response to industry need and advisory board recommendations.

**Initiator (faculty only)**

**Ryan Parnell**

**Initiator (TYPE NAME)**

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

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<tbody>
<tr>
<td></td>
<td></td>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Provost or Designee</td>
<td></td>
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# 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>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
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<td>Languages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS</td>
<td>A101E</td>
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<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
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<tbody>
<tr>
<td>Elementary Russian I</td>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tbody>
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<td>Academic</td>
<td>Add or Change or Delete</td>
<td># of Repeats</td>
<td>A-F or P/NP</td>
<td>From: FALL/2011 To: 999/9999</td>
</tr>
<tr>
<td>Preparatory/Development</td>
<td>Non-credit</td>
<td>CEU</td>
<td>Professional Development</td>
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<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked with</td>
<td>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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
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<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>1. Department of Languages</td>
<td>p.466</td>
<td>January 25, 2011</td>
<td>Susan Kalina, Coordinator; Judith Moore, Chair</td>
</tr>
<tr>
<td>2. General Education Review Committee</td>
<td>p.466</td>
<td>March 8, 2011</td>
<td>Sue Fallon, Chair</td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<th>Initiator Name (typed): Patricia Fagan</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
<th>13b. Coordination Email</th>
<th>Date: January 25, 2011</th>
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</thead>
<tbody>
<tr>
<td>Initiated to Faculty Listens:</td>
<td>(<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<td>13c. Coordination with Library Liaison</td>
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<th>14. General Education Requirement</th>
<th>Mark appropriate box:</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Integrative Capstone</td>
<td></td>
</tr>
</tbody>
</table>

| 15. Course Description (suggested length 20 to 50 words) | Introduces Russian language and culture for students with no background in Russian. Students learn alphabet, past and future tenses, and read simple paragraphs. Focuses on life in the Russian-speaking countries. Emphasizes conversation. |

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>N/A</td>
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<tr>
<td>Major</td>
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<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

| 19. Justification for Action | This course, which was last revised in 1993 and has not been taught in several years, is listed at three credit hours, and therefore does not satisfy the current institutional, state, or national pedagogical trends of providing lower-division language instruction at a minimum of four full credit hours per semester. Since all affected UAA campuses offer Elementary and Intermediate Russian four-credit courses based on the curricular documentation approved by the Undergraduate Academic Board in 2008, deletion of this outdated 3-credit course is proposed. |

Initiator (faculty only) | Date | 20. Justification for Action |
-------------------------|------|----------------------------|
Patricia Fagan           |      |                            |
Initiator (TYPE NAME)    |      |                            |
Approved                 |      |                            |
Disapproved              |      |                            |
Dean/Director of School/College | Date |                            |
Approved                 |      |                            |
Disapproved              |      |                            |
Department Chairperson   | Date |                            |
Approved                 |      |                            |
Disapproved              |      |                            |
Undergraduate/Graduate Academic | Date |                            |
Approved                 |      |                            |
Disapproved              |      |                            |
Board Chairperson        |      |                            |
Approved                 |      |                            |
Disapproved              |      |                            |
Provost or Designee      | Date |                            |
Approved                 |      |                            |
Disapproved              |      |                            |
Curriculum Committee Chairperson | Date |                            |
Approved                 |      |                            |
Disapproved              |      |                            |
TO:  Dr. Barbara Bolson, Director, Kodiak College;  
Dr. Talis Colberg, Campus Director, Matanuska-Susitna College;  
Dr. Doug Desorcie, Campus President, Prince William Sound Community College;  
Dr. Mel Kalkowski, Director, Military Programs;  
Dr. Karen Schmitt, Dean, UAA Community and Technical College;  
Dr. Gary J. Turner, Campus Director, Kenai-Peninsula College

FROM:  Patricia Fagan, Ph.D., Associate Professor of Spanish and Chair of Curriculum Committee in Languages;  
Rebeca Maseda, Ph.D., Assistant Professor of Spanish and Coordinator of Lower-Division Program in Spanish

RE:  SPAN A101E, SPAN A102E, and SPAN A201E

DATE:  November 23, 2010

On behalf of the Spanish Program in the UAA Department of Languages at the Goose Lake Campus, we are writing to you to respectfully inform you of a decision to purge several courses—two elementary and one intermediate, respectively: SPAN A101E, SPAN A102E, and SPAN A201E. These courses, which were last revised in 1994 and have not been taught in several years, are listed at three credit hours each. As such, these aforementioned courses do not satisfy the current institutional, state, or national pedagogical trends of providing lower-division language instruction at a minimum of four full credit hours per semester. Since, at the present time, all affected UAA campuses are offering Elementary and Intermediate Spanish courses based on the curricular documentation approved by the Undergraduate Academic Board in 2008, with your permission, we will delete the former, outdated 3-credit courses.

Thank you in advance for your attention to this important matter.
## 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>
<td>AHUM Division of Humanities</td>
<td>Languages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN</td>
<td>A101E</td>
<td>N/A</td>
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<td>(3+)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Elementary Spanish I**

<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
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<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>
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<table>
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<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Add</td>
</tr>
<tr>
<td>□ Change</td>
</tr>
<tr>
<td>□ Delete</td>
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</tbody>
</table>

### 9. Repeat Status No

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

### 10. Grading Basis

| □ A-F |
| □ P/NP |
| □ NG |

### 11. Implementation Date

<table>
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<tr>
<th>semester/year</th>
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<tbody>
<tr>
<td>FALL 2011 / To: 999999</td>
</tr>
</tbody>
</table>

### 13a. Impacted Courses or Programs:

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

- 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 Catalog Page(s)</th>
<th>Impacted Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
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<tbody>
<tr>
<td>1. Department of Languages p.468</td>
<td>January 25, 2011</td>
<td>Theodore Kassier, Coordinator, Judith Moore, Chair</td>
</tr>
<tr>
<td>2. General Education Review Committee p.468</td>
<td>March 8, 2011</td>
<td>Sue Fallon, Chair</td>
</tr>
</tbody>
</table>

### 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)

The course is designed to provide the students with a basic knowledge of the Spanish language. It will consist of 75 minute classes twice weekly. (abridged version of three-paragraph long course description)

### 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

- □ Yes

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

- □ Yes

### 19. Justification for Action

This course, which was last revised in 1994 and has not been taught in several years, is listed at three credit hours, and therefore does not satisfy the current institutional, state, or national pedagogical trends of providing lower-division language instruction at a minimum of four full credit hours per semester. Since all affected UAA campuses offer Elementary and Intermediate Spanish four-credit courses based on the curricular documentation approved by the Undergraduate Academic Board in 2008, deletion of this outdated 3-credit course is proposed.

**Initiator Name (typed): Patricia Fagan**

Initiator Signed Initials: ___________

Date: ___________

**13b. Coordination Email**

Date: January 25, 2011

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

**13c. Coordination with Library Liaison**

Date: January 25, 2011

**14. General Education Requirement**

Mark appropriate box:

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Integrative Capstone

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

The course is designed to provide the students with a basic knowledge of the Spanish language. It will consist of 75 minute classes twice weekly. (abridged version of three-paragraph long course description)

**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**

- Yes

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

- Yes

**19. Justification for Action**

This course, which was last revised in 1994 and has not been taught in several years, is listed at three credit hours, and therefore does not satisfy the current institutional, state, or national pedagogical trends of providing lower-division language instruction at a minimum of four full credit hours per semester. Since all affected UAA campuses offer Elementary and Intermediate Spanish four-credit courses based on the curricular documentation approved by the Undergraduate Academic Board in 2008, deletion of this outdated 3-credit course is proposed.

**Initiator (faculty only)** Patricia Fagan

Initiator (TYPE NAME): ___________

Date: ___________

**Approved**

**Disapproved**

Department Chairperson

Date: ___________

Approved

Undergraduate/Graduate Academic Board Chairperson

Date: ___________

Approved

Provost or Designee

Date: ___________
1a. School or College
AS CAS

1b. Division
AHUM Division of Humanities

1c. Department
Languages

2. Course Prefix
SPAN

3. Course Number
A102E

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

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

6. Complete Course Title
Elementary Spanish II

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

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

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
semester/year
From: FALL 2011 To: 999/9999

12. Cross Listed with
Stacked with

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

13b. Coordination Email
Date: January 25, 2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: January 25, 2011

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

15. Course Description (suggested length 20 to 50 words)
The course is designed with the purpose of continuing and expanding the knowledge of the Spanish language. It will consist of 75 minute classes twice weekly. (abridged version of three-paragraph long course description)

16a. Course Prerequisite(s) (list prefix and number)
SPAN A101E

16b. Test Score(s)
N/A

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course, which was last revised in 1994 and has not been taught in several years, is listed at three credit hours, and therefore does not satisfy the current institutional, state, or national pedagogical trends of providing lower-division language instruction at a minimum of four full credit hours per semester. Since all affected UAA campuses offer Elementary and Intermediate Spanish four-credit courses based on the curricular documentation approved by the Undergraduate Academic Board in 2008, deletion of this outdated 3-credit course is proposed.

Initiator (faculty only)
Patricia Fagan
Initiator Signed Initials: _________ Date:________________

Initiator (TYPE NAME)

Approved ☒ Disapproved ☐

Dean/Director of School/College Date:________________

Department Chairperson

Approved ☒ Disapproved ☐

Undergraduate/Graduate Academic Board Chairperson Date:________________

Curriculum Committee Chairperson

Approved ☒ Disapproved ☐

Provost or Designee Date:________________
## Course Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course

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</tr>
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<tbody>
<tr>
<td>SPAN</td>
<td>A201E</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab)</td>
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</table>

### Complete Course Title
Intermediate Spanish I

### Abbreviated Title for Transcript (30 characters)

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

### 7. Type of Action:
☐ Add
☐ Change
☒ Delete

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

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Contact Hours</th>
<th>Repeat Status</th>
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<th>Course Prerequisites</th>
<th>Co-requisites</th>
<th>Registration Restrictions</th>
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<tr>
<td>SPAN</td>
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<td>(3+)</td>
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</table>

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

<table>
<thead>
<tr>
<th>Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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<tbody>
<tr>
<td></td>
<td>☑</td>
<td></td>
<td></td>
</tr>
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</table>

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

### 11. Implementation Date
From: FALL/2011 To: 999/9999

### 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](http://www.uaa.alaska.edu/governance).

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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>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Languages</td>
<td>p.469</td>
<td>January 25, 2011</td>
<td>Theodore Kassier, Coordinator; Judith Moore, Chair</td>
</tr>
<tr>
<td>General Education Review Committee</td>
<td>p.469</td>
<td>March 8, 2011</td>
<td>Sue Fallon, Chair</td>
</tr>
<tr>
<td>3.</td>
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</tbody>
</table>

### Initiator Name (typed):
Patricia Fagan

Initiator Signed Initials: _________  Date:________________

### 13b. Coordination Email
Date: January 25, 2011

### 13c. Coordination with Library Liaison
Date: January 25, 2011

### 14. General Education Requirement
Mark appropriate box:

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

### 15. Course Description
(suggested length 20 to 50 words)
Reviews fundamental structures of grammar and vocabulary. Gives special attention to command forms and present and past subjunctive. Familiarizes students with normal sound and usage of the language by taking dictation, reading and writing short compositions. Enhances the essentials of conversational fluency through study of thematic vocabularies and idiomatic expressions.

### 16a. Course Prerequisite(s) (list prefix and number)
SPAN A102E

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

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

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

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

### 17. ☒ Mark if course has fees

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

### 19. Justification for Action
This course, which was last revised in 1994 and has not been taught in several years, is listed at three credit hours, and therefore does not satisfy the current institutional, state, or national pedagogical trends of providing lower-division language instruction at a minimum of four full credit hours per semester. Since all affected UAA campuses offer Elementary and Intermediate Spanish four-credit courses based on the curricular documentation approved by the Undergraduate Academic Board in 2008, deletion of this outdated 3-credit course is proposed.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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Initiator (TYPE NAME)

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</tbody>
</table>

Department Chairperson | Date | Undergraduate/Graduate Academic Board Chairperson | Date |

Curriculum Committee Chairperson | Date | Provost or Designee | Date |

| 23 | 23 |

23
### 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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</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Languages</td>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>SPAN</td>
<td>A310</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Selected Topics: Literary Trends and Traditions</td>
</tr>
<tr>
<td>ST: Lit Trends and Trads</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character): ST: Lit Trends and Trads</td>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status Yes</th>
<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Add or Change or Delete</td>
<td># of Repeats 1</td>
<td>A-F</td>
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<table>
<thead>
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<th>11. Implementation Date</th>
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<tr>
<td>From: Fall/2011 To: 9999/9999</td>
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<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
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<tbody>
<tr>
<td>Stacked with</td>
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</table>

| 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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<tbody>
<tr>
<td>International Studies</td>
<td>p.107</td>
<td>March 8, 2011</td>
<td>Susan Kalina, Chair</td>
</tr>
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| Initator Name (typed): Patricia Fagan |
| Initator Signed Initials: | Date: | |

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
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</thead>
<tbody>
<tr>
<td>Date: January 25, 2011</td>
<td>Date: January 25, 2011</td>
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<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
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<td>Mark appropriate box:</td>
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</table>

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

Focuses on diverse literary traditions of multiple Spanish-speaking communities. Critical analysis through a variety of disciplinary methodologies (e.g. historical, cultural, artistic); terminology is explored and developed. Enhances Spanish language skills in writing, reading, speaking, listening, and cultural literacy. Course may be repeated once for credit with a change of subtitle.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>SPAN A302 with a grade of “C” or better</td>
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<table>
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<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<td>N/A</td>
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<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<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>Course update to reflect current Course Description, Instructional Goals, Student Outcomes, and Bibliography.</td>
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</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
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<tbody>
<tr>
<td>Patricia Fagan</td>
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<table>
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<th>Initiator (TYPE NAME)</th>
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<th>Initiator Signed Initials:</th>
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<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td>Date</td>
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</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Initiation Date: Fall 2011
II. Course Information:
   A. College: College of Arts and Sciences
   B. Course Title: Selected Topics: Literary Trends and Traditions
   C. Course Subject/Number: SPAN A310
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Focuses on diverse literary traditions of multiple Spanish-speaking communities. Critical analysis through a variety of disciplinary methodologies (e.g. historical, cultural, artistic); terminology is explored and developed. Enhances Spanish language skills in writing, reading, speaking, listening, and cultural literacy. Special note: Course may be repeated once for credit with change of subtitle.
   H. Status of Course Relative to Degree or Certificate Programs: Course may be used as an elective to satisfy the upper-division component of a Spanish major or minor.
I. Course Attributes: Applies toward the upper-division requirement for Spanish majors and minors.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: SPAN A302 with a grade of “C” or better.
III. Instructional Goals and Defined Student Outcomes:

**Instructional Goals:**

1. Conduct the class in Spanish, soliciting student collaboration via discussion of course material.
2. Present representative literary works and relate them to the historical and cultural contexts in which they were composed.
3. Enhance stylistic and rhetorical skills through engagement with literary texts.
4. Guide students in critically analyzing and interpreting literary works, using appropriate disciplinary approaches and terminology.

<table>
<thead>
<tr>
<th>Defined Student Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate comprehension of class instruction.</td>
<td>Performance in class participation and discussion</td>
</tr>
<tr>
<td>Identify representative literary works and relate them to the historical and cultural context in which they were composed.</td>
<td>Performance on a variety of quizzes, exams, oral presentations, and papers</td>
</tr>
<tr>
<td>Demonstrate analytical skills in Spanish through engagement with literary texts.</td>
<td>Performance on a variety of quizzes, exams, oral presentations, and papers</td>
</tr>
<tr>
<td>Apply appropriate disciplinary approaches and terminology in investigative analyses executed in the target language.</td>
<td>Performance on final term papers and oral presentations</td>
</tr>
</tbody>
</table>

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

V. Methods of Assessment:
A student’s grade will be based according to the syllabus of the individual instructor.

VI. Course-level Justification:
Course requires prior formal study of college Spanish grammar at the upper-division level.
VII. Course Outline:

The following is a possible version of the course: “Hispanic American Literature”

A. Introduction to Modern Language Association Style Manual
B. The Hispanic American World: Roots, Colonies, Independence
C. Indigenous Voices: Maya, Nahua, and Quechua
D. Injustices: Missionary Testimonial
E. Cultural Emancipation and Romanticism
F. American Realities and Literary Innovations
G. Modernismo and the Vanguardist Movement
H. Hispanoamerican Realism and Criollismo
I. Continuity and Rupture: La Nueva Narrativa
J. Lo real maravilloso
K. Social Realism

VIII. Suggested texts


IX. Bibliography


1a. School or College  
AS CAS

1b. Division  
AHUM Division of Humanities

1c. Department  
International Studies

2. Complete Program Title/Prefix  
Bachelor of Arts, 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  
- PREFIX

4a. PROGRAM  
- Add  
- Change  
- Delete

4b. PREFIX  
- Add  
- Change  
- Inactivate

5. Implementation Date (semester/year)  
From: Fall/2011  
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: March 18, 2011

6c. Coordination with Library Liaison  
Date: March 18, 2011

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

8. Justification for Action  
The Department of Languages recently updated courses that are part of the International Studies degree. These changes reflect the updates.

- Approved  
- Disapproved

Initiator (faculty only)  
Susan Kalina  
Initiator Signed Initials: _________  
Date:________________

Dean/Director of School/College  
Date:________________

Undergraduate/Graduate Academic Board Chairperson  
Date:________________

Provost or Designee  
Date:________________

Department Chairperson  
Date:________________

Curriculum Committee Chairperson  
Date:________________
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, Academic Standards and Regulations.
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 FHIL 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.

   Note: Topics, selected topics, studies in, and senior seminar courses, i.e. courses with changing topics and content and approved for a particular semester are posted on the International Studies Website under <Courses and Registration,>
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.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOG/INTL A101*</td>
<td>Local Places/Global Regions: An Introduction to Geography</td>
<td>3</td>
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**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.)

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ANTH A250*</td>
<td>The Rise of Civilization</td>
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</tr>
<tr>
<td>EDFN A304*</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>JUST A365</td>
<td>Comparative Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>PS A102*</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PS A301</td>
<td>Comparative Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>PS A321</td>
<td>International Relations</td>
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**Humanities and Fine Arts Selection**  

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<td>ART A262*</td>
<td>History of Western Art II</td>
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</tr>
<tr>
<td>ENGL A202*</td>
<td>Masterpieces of World Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A343</td>
<td>Modern and Contemporary Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHIL A212*</td>
<td>History of Philosophy II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL A313*</td>
<td>Eastern Philosophy and Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHIL A314*</td>
<td>Western Religions</td>
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<tr>
<td>THR A312*</td>
<td>Representative Plays II</td>
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**Capstone Course Selection**  

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<th>Credits</th>
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<tr>
<td>GEOG A390A*</td>
<td>Topics in Global Geography</td>
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<tr>
<td>or HIST A390A*</td>
<td>Themes in World History</td>
<td>3</td>
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<tr>
<td>or PHIL A400*</td>
<td>Ethics, Community, and Society</td>
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</table>

2. Complete four semesters of college-level language appropriate to track (101-102, 201-202, or higher)  

3. Complete 12 credits as specified in one of the tracks below

**Russia Track (Language: Russian)**

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<td>HIST A330</td>
<td>Russia in East Asia</td>
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**Russia Elective Course Selection**  

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ANTH A434</td>
<td>Peoples and Cultures of Northeast Asia</td>
<td>3</td>
</tr>
<tr>
<td>ART A492</td>
<td>Art History Seminar <em>(with approved topic)</em></td>
<td>3</td>
</tr>
<tr>
<td>GEOG A344</td>
<td>The Slavic World</td>
<td>3</td>
</tr>
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<td>GEOG A447</td>
<td>The Silk Road</td>
<td>3</td>
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<td>HIST A423</td>
<td>Medieval Russian History</td>
<td>3</td>
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<td>HIST A424</td>
<td>Imperial Russian History</td>
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<td>HIST A425</td>
<td>History of the Soviet Union</td>
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<td>RUSS A427*</td>
<td>Post-Soviet Culture and Society</td>
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<td>HIST A477</td>
<td>Senior Seminar <em>(with approved topic)</em></td>
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<td>Studies in Modern Europe <em>(with approved topic)</em></td>
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<td>PS A492*</td>
<td>Senior Seminar in Politics <em>(with approved topic)</em></td>
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<td>RUSS A390</td>
<td>Selected Topics in Advanced Russian</td>
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<tr>
<td>RUSS A490A</td>
<td>Selected Topics in Russian</td>
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</table>
### Culture (1-3)
- RUSS A490B Selected Topics in Russian Culture (1-3)
- THR A490 Selected Topics in Performance (with approved topic) (3)
- THR A492* Senior Seminar (with approved content) (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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>INTL/HIST/</td>
<td>PS A325* Northeast Asia in 21st Century</td>
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**Northeast Asia Elective Course Selection**

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<th>Course Title</th>
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<td>ANTH A434</td>
<td>Peoples and Cultures of Northeast Asia</td>
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</tr>
<tr>
<td>ART A366</td>
<td>Asian Art</td>
<td>3</td>
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<tr>
<td>HIST A320</td>
<td>The Rise, Fall, and Reinvention of the Samurai</td>
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<td>HIST A321</td>
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<td>HIST A330</td>
<td>Russia in East Asia</td>
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<td>HIST A477</td>
<td>Senior Seminar (with approved content)</td>
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<tr>
<td>JPN A310</td>
<td>Selected Topics in Advanced Japanese</td>
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<tr>
<td>PHIL A313*</td>
<td>Eastern Philosophy and Religion</td>
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<td>PS A492*</td>
<td>Senior Seminar in Politics (with approved content)</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 China or Japan (3)

### Europe Track (Language: French, German, or Spanish)

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**European Elective Course Selection**

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<td>ART A363</td>
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<tr>
<td>FREN A310</td>
<td>Selected Topics: Literary Trends and Traditions</td>
<td>3</td>
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<td>FREN A432</td>
<td>Studies of Literature and Culture (with approved topic)</td>
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<td>The Slavic World</td>
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<td>GER A310</td>
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<td>GER A490</td>
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<td>HIST A314</td>
<td>Nineteenth Century Europe</td>
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<td>HIST A411</td>
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<td>HIST A477</td>
<td>Senior Seminar</td>
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32
HIST A486  Studies in Modern Europe (3)
PHIL A314* Western Religions (3)
PS A311*  Comparative Politics (3)
PS A333*  History of Political Philosophy II: Modern (3)
SPAN A432  Studies in Literature and Culture
(with approved topic) (3)
SPAN A490  Selected Topics in Hispanic Culture and Civilization
(with approved topic) (3)
THR A412*  History of Theatre II
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 Europe. (3)

Canada Track (Language: French)
INTL A315*  Canada: Nation and Identity 3

Canada Elective Course Selection
ANTH A416  Arctic Archeology (3)
ANTH A435  Northwest Coast Cultures (3)
ANTH A437  Eskimo Adaptations (3)
ANTH A439  Athapaskan Adaptations (3)
ENGL A305*  National Literatures in English
(with approved topic) (3)
ENGL A371  Narrative Nonfiction
(with approved content) (3)
FREN A432  Studies in Literature and Culture
(with approved topic) (3)
GEOG/
HIST A345  Across this Land: The Historical Geography of North America (3)
GEOG A443  Northwest Passage: The Changing Canadian North (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 Canada. (3)

4. A total of 120 credits is required for the degree, of which 42 credits must be upper division, and 46 credits must be 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:

1. Complete the following courses: 9
   INTL A315*  Canada: Nation and Identity (3)
   INTL/HIST/
   PS A325*  Northeast Asia in 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
Minor, Canadian Studies

Students majoring in another subject and wishing to minor in Canadian Studies must:

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. 8
3. Complete three elective courses from the Canada track of the Bachelor of Arts in International Studies. 9

Note: A total of 20 credits is required for the minor.

FACULTY

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Michihiro Ama, Assistant Professor of Japanese, AFMA6@uaa.alaska.edu
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Gunnar Knapp, Professor, AFGPK@uaa.alaska.edu
Sean Licka, Professor, AFCEL@uaa.alaska.edu
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Natasa Masanovic, Associate Professor, AFNM@uaa.alaska.edu
Rebecca Maseda, Assistant Professor, AFMDC@uaa.alaska.edu
Francisco Miranda, Associate Professor, AFMDC@uaa.alaska.edu
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Sudarsan Ranganathan, Associate Professor, sudarsan@uaa.alaska.edu
Dorn Van Dommelen, Professor, AFDV@uaa.alaska.edu
Toby Widdicombe, Professor, AFRTW@uaa.alaska.edu
David Yesner, Professor, AFDRY@uaa.alaska.edu
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 diferent 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, Academic Standards and Regulations.
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.
   Note: Topics, selected topics, studies in, and senior seminar courses, i.e. courses with changing topics and content and approved for a particular semester are posted on the International Studies Website under “Courses and Registration.”
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* The Rise of Civilization (3)
EDFN A304* Comparative Education (3)
JUST A365 Comparative Justice Systems (3)
PS A102* Introduction to Political Science (3)
PS A301 Comparative Political Economy (3)
PS A321 International Relations (3)

Humanities and Fine Arts Selection

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 9

ANTH A434 Peoples and Cultures of Northeast Asia (3)
ART A492 Art History Seminar (with approved topic) (with topic 20th Century Russian Art: Symbolist Developments - Perestroika and Beyond) (3)
GEOG A344 The Slavic World (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 (with approved topic) (3)
HIST A486 Studies in Modern Europe (with approved topic) (3)
PS A492* Senior Seminar in Politics
RUSS A390  Selected Topics in Advanced Russian (3)
RUSS A490A  Selected Topics in Russian Culture (1-3)
RUSS A490B  Selected Topics in Russian Culture in Translation (1-3)
THR A490  Selected Topics in Performance (with approved topic) (3)

RUSS A490A  Selected Topics in Russian Culture (1-3)
RUSS A490B  Selected Topics in Russian Culture in Translation (1-3)
THR A490  Selected Topics in Performance (with approved topic) (3)
THR A492*  Senior Seminar (with approved content) (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 21st Century 3

Northeast Asia Elective Course Selection
ANTH A434  Peoples and Cultures of Northeast Asia (3)
ART A366  Asian Art (3)
HIST A320  The Rise, Fall, and Re-invention 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 content) (3)
JPN A310  Selected Topics in Advanced Japanese (with approved content) (3)
PHIL A313*  Eastern Philosophy and Religion (3)
PS A492*  Senior Seminar in Politics (with approved content) (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, or Spanish)
HIST A316  Twentieth Century Europe 3

European Elective Course Selection
ART A362  History of Modern Art (3)
ART A363  History of Contemporary Art (3)
ECON/  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: Russian Trends and Traditions 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: German Trends and Traditions 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 Germany (3)
HIST A477  Senior Seminar (with approved topic) (3)
HIST A486  Studies in Modern Europe (3)
PHIL A314* Western Religions (3)
PS A311* Comparative Politics (3)
PS A333* History of Political Philosophy II: Modern (3)
SPAN A432  Studies in Literature and Culture (with approved topic) (3)
SPAN A490  Selected Topics in Hispanic Culture and Civilization (with approved topic) (3)
PHIL A314* Western Religions (3)
PS A311* Comparative Politics (3)
PS A333* History of Political Philosophy II: Modern (3)
SPAN A432  Studies in Literature and Culture (with approved topic) (3)
SPAN A490  Selected Topics in Hispanic Culture and Civilization (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 Europe. (3)

Canada Track (Language: French)
INTL A315* Canada: Nation and Identity 3

Canada Elective Course Selection 9
ANTH A416 Arctic Archeology (3)
ANTH A435 Northwest Coast Cultures (3)
ANTH A437 Eskimo Adaptations (3)
ANTH A439 Athapaskan Adaptations (3)
ENGL A305* National Literatures in English (with approved topic) (3)
ENGL A371 Narrative Nonfiction (with approved content) (3)
FREN A432 Studies in Literature and Culture (with approved topic) (3)
GEOG/ HIST A345 Across this Land: The Historical Geography of North America (3)
GEOG A443 Northwest Passage: The Changing Canadian North (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 Canada. (3)

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:
   INTL A315* Canada: Nation and Identity (3)
   INTL/HIST/ PS A325* Northeast Asia in 21st Century (3)
   HIST A330 Russia in East Asia (3)

A total of 120 credits is required for the degree, of which 42 credits must be upper division, and 46 credits must be earned to meet the requirements of the major as specified above.
2. Complete 8 credits of a language appropriate to the Canada, Northeast Asia, or Russia track of the Bachelor of Arts in International Studies. 

3. Complete one elective course from either the Canada, Northeast Asia, or Russia tracks of the Bachelor of Arts in International Studies.

Note: 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

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.

Note: A total of 20 credits is required for the minor.

**FACULTY**

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Joycelyn Wildscomb, Professor, AFJYW@uaa.alaska.edu

David Yesser, Professor, AFDR@uaa.alaska.edu
# 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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## Course Information

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<th>2. Course Prefix</th>
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## Course Title

**Complete Course Title**

Air Transportation System

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

## Course Details

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<th>7. Type of Course</th>
<th>8. Type of Action: Add</th>
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## Course Actions

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## Grading Basis

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## Course Description

Evaluates historical development and analyzes selected contemporary issues, problems, and trends facing the air transportation industry. Includes regulators and associations, the makeup of commercial and general aviation air transportation, and international aviation.

## Course Prerequisites

16a. Course Prerequisite(s)

16b. Test Score(s)

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

16d. Other Restriction(s)

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

## Registration Restriction(s)

17. Mark if course has fees

18. Mark if course is a selected topic course

## Justification for Action

The course has not been offered in over four years. The course content was superseeded by the ATA A492 Air Transportation Seminar.

Initiator Name (typed): Mark Madden  
Initiator Signed Initials:  
Date:

13b. Coordination Email  
Date: 1/18/2011  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto: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)

Evaluates historical development and analyzes selected contemporary issues, problems, and trends facing the air transportation industry. Includes regulators and associations, the makeup of commercial and general aviation air transportation, and international aviation.

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

16b. Test Score(s)

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

16d. Other Restriction(s)

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

The course has not been offered in over four years. The course content was superseeded by the ATA A492 Air Transportation Seminar.

Initiator (faculty only)

Mark E. Madden  
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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<th>1b. Division</th>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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6. Complete Course Title

Social Science Statistics
Social Science Statistics
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

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

10. Grading Basis

- A-F
- P/NP
- NG

11. Implementation Date

From: Spring 2012 To: 9999

12. Cross Listed with

- PSY A362

- 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. see attached</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Nelta Edwards
Initiator Signed Initials: ___________
Initiator Signed Date: ___________

13b. Coordination Email

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

13c. Coordination with Library Liaison

Date: 3/16/2011

14. General Education Requirement

Mark appropriate box:

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

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

Provides a solid background in descriptive and inferential statistics used in social science research. Students identify appropriate statistics, calculate statistics by hand and with SPSS and interpret each statistic.

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

(PSY A260 or STAT A252 or STAT A253) and (PSY A261 or SOC A361) 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

Routine update of course content guide and course description to better reflect course content and practices in quantitative social science research.

Initiator (faculty only)

Nelta Edwards
Initiator (TYPE NAME)

[Approval/Disapproval]

Date

[Approval/Disapproval]

Dean/Director of School/College

Date

[Approval/Disapproval]

Undergraduate/Graduate Academic

Date

Board Chairperson

[Approval/Disapproval]

Provost or Designee

Date
SOC/PSY 362

13a

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page (s) Impacted</th>
<th>Dates of Coordination</th>
<th>Chair. Coordinator Contacted</th>
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<tr>
<td>Sociology/BA-BS</td>
<td>123</td>
<td>3/17/2011</td>
<td>John Riley, Chair, Sociology</td>
</tr>
<tr>
<td>Sociology Minor</td>
<td>124</td>
<td>3/17/2011</td>
<td>John Riley, Chair, Sociology</td>
</tr>
<tr>
<td>Sociology/SOC /362 (was 453)</td>
<td>468</td>
<td>3/17/2011</td>
<td>John Riley, Chair, Sociology</td>
</tr>
<tr>
<td>Sociology/SOC A361</td>
<td>467</td>
<td>3/17/2011</td>
<td>John Riley, Chair, Sociology</td>
</tr>
<tr>
<td>Political Science/PS A361</td>
<td>456</td>
<td>3/17/2011</td>
<td>James Muller, Chair, Political Science</td>
</tr>
<tr>
<td>Psychology/BA-BS</td>
<td>122</td>
<td>3/17/2011</td>
<td>Rosellen Rosich, Chair, Psychology</td>
</tr>
<tr>
<td>Psychology/ PSY A362 (was 453)</td>
<td>459</td>
<td>3/17/2011</td>
<td>Rosellen Rosich, Chair, Psychology</td>
</tr>
<tr>
<td>Psychology/PSY A260</td>
<td>458</td>
<td>3/17/2011</td>
<td>Rosellen Rosich, Chair, Psychology</td>
</tr>
<tr>
<td>Psychology/PSY A261</td>
<td>458</td>
<td>3/17/2011</td>
<td>Rosellen Rosich, Chair, Psychology</td>
</tr>
<tr>
<td>Statistics/ STAT A252</td>
<td>469</td>
<td>3/17/2011</td>
<td>Kanapathi Thiru, Chair, Math</td>
</tr>
<tr>
<td>Statistics/STAT A251</td>
<td>420</td>
<td>3/17/2011</td>
<td>Kanapathi Thiru, Chair, Math</td>
</tr>
</tbody>
</table>
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
April 2011

School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC/PSY A362
Number of Credits: 4
Course Title: Social Science Statistics
Grading Basis: A-F

Course Description: Provides a solid background in descriptive and inferential statistics used in social science research. Students identify appropriate statistics, calculate statistics by hand and with SPSS and interpret each statistic.

Prerequisites(s): (PSY A260 or STAT A252 or STAT A253) and (PSY A261 or SOC A361) with a minimum grade of ‘C’.

Fees: Yes

Course Level Justification: This is an upper-level course cross listed in sociology and psychology that requires familiarity with the fundamental concepts, methods, and vocabulary of quantitative research in the social sciences.

Instructional Goals

<table>
<thead>
<tr>
<th>The instructor will:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the kinds of descriptive statistics most commonly used in the social</td>
<td>2. Present the theory of sampling and how it relates to inferential</td>
</tr>
<tr>
<td>sciences.</td>
<td>statistics.</td>
</tr>
<tr>
<td>2. Present the theory of sampling and how it relates to inferential statistics.</td>
<td>3. Identify several methods of random sampling.</td>
</tr>
<tr>
<td>3. Identify several methods of random sampling.</td>
<td>4. Provide detailed instruction on hypothesis testing with various</td>
</tr>
<tr>
<td>4. Provide detailed instruction on hypothesis testing with various tests.</td>
<td>tests.</td>
</tr>
<tr>
<td>5. Identify appropriate measures of association.</td>
<td>5. Identify appropriate measures of association.</td>
</tr>
</tbody>
</table>

Student Outcomes

<table>
<thead>
<tr>
<th>The student will:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calculate and interpret various descriptive statistics.</td>
<td>Exams, homework assignments and lab assignments.</td>
</tr>
<tr>
<td>2. Recognize and describe various methods of random sampling.</td>
<td>Exams and homework assignments.</td>
</tr>
<tr>
<td>3. Conduct hypotheses tests using various</td>
<td>Exams, homework assignments and lab assignments.</td>
</tr>
</tbody>
</table>
4. Identify appropriate measures of association.

Guidelines for Evaluation

Students are evaluated on the basis of exams, homework assignments and lab assignments.

Topical Course Outline

<table>
<thead>
<tr>
<th>CLASS</th>
<th>LAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Introduction to Social Science Statistics</td>
<td>1—Frequency distributions</td>
</tr>
<tr>
<td>2—Basic descriptive statistics</td>
<td>2—Descriptive Statistics</td>
</tr>
<tr>
<td>3—Measures of central tendency</td>
<td>3—Recoding variables</td>
</tr>
<tr>
<td>4—The normal curve</td>
<td>4—Making scale variables</td>
</tr>
<tr>
<td>5—Sampling</td>
<td>5—Selecting samples</td>
</tr>
<tr>
<td>6—Confidence Intervals</td>
<td>6—Constructing confidence intervals</td>
</tr>
<tr>
<td>7—Hypothesis testing: one sample tests</td>
<td>7—T-tests for means</td>
</tr>
<tr>
<td>8—Hypothesis testing: two sample tests</td>
<td>8—T-tests for proportions</td>
</tr>
<tr>
<td>9—Hypothesis testing: ANOVA</td>
<td>9—ANOVA tests</td>
</tr>
<tr>
<td>10—Hypothesis testing: chi square</td>
<td>10—Chi-square tests</td>
</tr>
<tr>
<td>11—Elaborating bivariate tables</td>
<td>11—Controlling for third variables</td>
</tr>
<tr>
<td>12—Association between Nominal Variables</td>
<td>12—How to enter data into SPSS</td>
</tr>
<tr>
<td>13—Association between Ordinal Variables</td>
<td>13—Dummy variables</td>
</tr>
<tr>
<td>14—Association between Interval-Ratio Variables</td>
<td>14—Measures of association</td>
</tr>
<tr>
<td>15—Simple regression</td>
<td>15—Simple regression</td>
</tr>
</tbody>
</table>

Suggested Texts


**Suggested Periodicals**

*American Journal of Sociology*
*American Sociological Review*
*Contexts*
*Sociological Perspectives*
*Social Problems*
*Social Science Research*
*Teaching Sociology*

**Internet Sources**

American Sociological Association Methodology Section ([http://www.albany.edu/asam/](http://www.albany.edu/asam/))
Social Research Methods Knowledge Base ([http://www.socialresearchmethods.net](http://www.socialresearchmethods.net))
Social Science Data Analysis Network ([http://www.ssdan.net/](http://www.ssdan.net/))
1a. School or College
AS CAS

1b. Division
ASSC Division of Social Science

1c. Department
Psychology

2. Course Prefix
PSY

3. Course Number
A362

4. Previous Course Prefix & Number
A453

5a. Credits/CEUs
4

5b. Contact Hours
(3+2)

6. Complete Course Title
Social Science Statistics
Social Science Statistics

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
☐ Repeat Status
☐ Course Description
☐ Cross-Listed/Stacked
☐ Test Score Prerequisites
☒ Course Prerequisites
☐ Other Restrictions
☐ Registration Restrictions
☐ Class
☒ Level
☐ College
☐ Major
☒ Other Update CCG (please specify)

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

10. Grading Basis
☒ A-F
☐ P/IP
☐ NG

11. Implementation Date
From: Spring 2012
To: 9/9/11

12. Cross Listed with
SOC A362

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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<tr>
<td>1. see attached</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

Initiator Name (typed): Rosellen Rosich
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 3/16/2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 3/16/2011

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

15. Course Description (suggested length 20 to 50 words)
Provides a solid background in descriptive and inferential statistics used in social science research. Students identify appropriate statistics, calculate statistics by hand and with SPSS and interpret each statistic.

16a. Course Prerequisite(s) (list prefix and number) (PSY A260 or STAT A252 or STAT A253) and (PSY A261 or SOC A361) 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
Routine update of course content guide and course description to better reflect course content and practices in quantitative social science research.

Initiator (faculty only)
Rosellen Rosich
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved

Dean/Director of School/College
Date

☐ Approved
☐ Disapproved

Undergraduate/Graduate Academic
Date

Board Chairperson

☐ Approved
☐ Disapproved

Provost or Designee
Date
1a. School or College
AS CAS

1b. Division
ASSC Division of Social Science

1c. Department
SOC

2. Course Prefix
SOC

3. Course Number
A404

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

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

6. Complete Course Title
Environmental Sociology

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

9. Repeat Status No
☐ N/A

☐ # of Repeats
☐ N/A

☐ Max Credits
☐ N/A

10. Grading Basis
☒ A-F ☐ P/NC ☐ NG

11. Implementation Date
☐ semester/year

From: Fall/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/govance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sociology</td>
<td>124</td>
<td>3/17/2011</td>
<td>John Riley, Chair, Sociology</td>
</tr>
<tr>
<td>2. Environment and Society</td>
<td>102</td>
<td>3/18/2011</td>
<td>Steve Colt, Chair, Environment and Society</td>
</tr>
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<td>3.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13b. Coordination Email
Date: 3/16/2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 3/17/2011

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

15. Course Description (suggested length 20 to 50 words)
Examines how society is organized in ways that either contribute to sustainability or detract from it.

16a. Course Prerequisite(s) ([list prefix and number])
SOC A101 with a minimum grade of 'C'.

16b. Test Score(s)
N/A

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

16d. Other Restriction(s)
☐ 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 and course description to better reflect course content and practices in quantitative social science research.

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

☐ Approved ☐ Disapproved

Date

Dean/Director of School/College

Approved

Date

Undergraduate/Graduate Academic

Board Chairperson

Approved

Date

Provost or Designee

Approved

Date
School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC A404
Number of Credits: 3
Course Title: Environmental Sociology
Grading Basis: A-F

Course Description: Examines how society is organized in ways that either contribute to sustainability or detract from it.

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

Fees: None

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

Instructional Goals

<table>
<thead>
<tr>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the sociological contributions the study of environmental issues.</td>
</tr>
<tr>
<td>2. Review the issues and concerns related to environmental justice.</td>
</tr>
<tr>
<td>4. Present theories prominent in environmental sociology.</td>
</tr>
<tr>
<td>5. Identify the various social constructions of “nature.”</td>
</tr>
</tbody>
</table>

Student Outcomes

<table>
<thead>
<tr>
<th>The student will:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the sociological imagination to environmental issues.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>2. Classify the empirical patterns of environmental justice.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>3. Identify the social and structural elements of resource use.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>4. Formulate a sociological research question about an environmental issue.</td>
<td>Paper</td>
</tr>
<tr>
<td>5. Synthesize the various sociological theories about environmental issues.</td>
<td>Exams and assignments</td>
</tr>
</tbody>
</table>
Guidelines for Evaluation

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

Topical Course Outline

1—Introduction to environmental sociology
2—Environmental justice and inequality
3—The economy
4—Treadmills of consumption and production
5—Population and development
6—Public health
7—Theories of environmental domination
8—Theories of environmental concern
9—The social construction of “nature”
10—The social construction of risk
11—How to organize a sustainable society
12—How to mobilize a sustainable society

Suggested Texts


**Suggested Periodicals**

- *American Journal of Sociology*
- *American Sociological Review*
- *Contexts*
- *Ecology and Society*
- *Environment and Society*
- *Environmental Justice*
- *Journal of Social Issues*
- *Sociological Perspectives*
- *Social Problems*

**Internet Sources**

Center for Sustainable Economy  
[www.myfootprint.org](http://www.myfootprint.org)

Center for Energy and Environmental Policy  
[www.ceep.udel.edu](http://www.ceep.udel.edu)

National Council for Science and the Environment  
[www.ncseonline.org](http://www.ncseonline.org)

Environmental Facts Data Warehouse  
[www.epa.gov/enviro/index_java.html](http://www.epa.gov/enviro/index_java.html)
1a. School or College  
AS CAS  
1b. Division  
ASSC Division of Social Science  
1c. Department  
Sociology

2. Complete Program Title/PREFIX
Sociology

3. Type of Program
Choose one from the appropriate drop down menu:  
Undergraduate: Bachelor of Science  
or  
Graduate:  

4. Type of Action:  
PROGRAM  
Add  
Change  
Delete

PREFIX  
Add  
Change  
Inactivate

5. Implementation Date (semester/year)  
From: Fall/2012  
To: 99/9999

6a. Coordination with Affected Units  
Department, School, or College: CAS  
Initiator Name (typed): Nelta Edwards  
Initiator Signed Initials: _______

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 3/2011

6c. Coordination with Library Liaison  
Date: 3/2011

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

8. Justification for Action  
To update changes in major requirements for the sociology major to reflect changes in course names and numbers.

Initiator (faculty only)  
Nelta Edwards  
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
1a. School or College  
AS CAS  

1b. Division  
ASSC Division of Social Science  

1c. Department  
Sociology  

2. Complete Program Title/Prefix  
Sociology  

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate: Bachelor of Arts  or  
Graduate:  

4. Type of Action:  

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PREFIX</th>
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</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
<td>Inactivate</td>
</tr>
</tbody>
</table>

5. Implementation Date (semester/year)  
From: Fall/2012  To: 99/9999  

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

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 3/2011  

6c. Coordination with Library Liaison  
Date: 3/2011  

7. Title and Program Description - Please attach the following:  

- Cover Memo  
- Catalog Copy in Word using the track changes function  

8. Justification for Action  
To update changes in major requirements for the sociology major to reflect changes in course names and numbers.  

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

<table>
<thead>
<tr>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved  
Disapproved  

Dean/Director of School/College  

Approved  
Disapproved  

Undergraduate/Graduate Academic Board Chairperson  

Approved  
Disapproved  

Provost or Designee  

Approved  
Disapproved  

Department Chairperson  

Date  

Curriculum Committee Chairperson  

Date  

Date
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, 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. 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
   - SOC/PSY A362 Social Science Statistics 4
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.

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

**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 Kiliç, 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

Social Sciences Building (SSB), Room 372, (907) 786-1714
www.uaa.alaska.edu/sociology

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, 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. 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
   - SOC/PSY A362 Social Science Statistics 4
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC A101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC/PS A361</td>
<td>Social Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC A402</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper division Sociology electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Sociology electives, any level</td>
<td>6</td>
</tr>
</tbody>
</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
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Zeynep Kılıç, 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
University of Alaska Anchorage
Kenai Peninsula College
Course Content Guide

I. Initiation Date: Fall 2011

II. Course Information
   a. College: KPC
   b. Course Title: Introduction to Occupational Safety and Health
   c. Course Subject/Number: OSH A101
   d. Credit Hours: 3
   e. Contact Time: 3 + 0
   f. Grading Information: A – F
   g. Course Description: Introduces regulatory, consensus, environmental and industrial standards applicable to the occupational safety and health profession. Examines the role of the safety professional and the philosophy of safety and health in the workplace.
   h. Status relative to degree or certificate programs:
      OSH AAS requirement
      Logistics and Supply Chain Operations A.A.S. selective
      Technology A.A.S. (Kodiak) requirement
      Industrial Safety Program Support UC (Kodiak) requirement
      Welding UC (Kodiak) requirement
   i. Lab Fee: None
   j. Coordination: Fac List-Serv, Logistics (CTC) & KOC
   k. Course Prerequisite: None
   l. Registration Restrictions: None

III. Course Level Justification
    As selected introductory OSH topics connect to coursework, a 100-level designation is appropriate.

IV. Instructional Goals
    The instructor will:
    a. Introduce regulatory, consensus, environmental and industry OSH standards.
    b. Explain the role and importance of the safety professional in the workplace.
    c. Discuss the philosophy of safety and health in the workplace.
V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify Federal OSHA and Alaska OSHA standards and regulations.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>b. Analyze the direct and indirect costs of workplace accidents.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>c. Identify the philosophy of a workplace safety program.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>d. Explain the responsibility of owners, managers, safety personnel and workers regarding safety and health issues in the workplace.</td>
<td>Tests, written assignments</td>
</tr>
</tbody>
</table>

VI. Course Content Outline

A. Class Introductions and Safety Issues
   1. Campus
   2. Personal
   3. General rules
   4. Course procedures
   5. Class conduct and courtesies

B. Terminology
   1. Regulatory terms
   2. Common abbreviations
   3. Safety terms
   4. Toxicological terms

C. History of Safety and Health
   1. The early history of safety
   2. Current history of safety
   3. The unions – business relationships
   4. Regulation development
   5. Types of regulations
   6. Sources of regulations

D. Safety and Health Philosophy and Management
   1. Safety management vs. production/profit
   2. Union vs. non-union management
   3. Defined roles and responsibilities for safety
   4. Establishment and communication of safety programs
   5. Enforcement and accountability
   6. Government and society

E. Review of Federal Agency Standards
   1. Occupational Safety and Health Administration (OSHA)
   2. Environmental Protection Agency (EPA)
   3. Department of Transportation (DOT)
   4. Department of Energy (DOE)
   5. Other federal, state and local agencies
F. Safety Management Techniques
   1. The Federal OSHA management system
   2. A state-run OSHA management system
   3. Introduction to assessment of hazards and associated risks
   4. Introduction and explanation of behavior-based safety management
   5. The Worker’s Compensation Law processes

G. Corporate Cost-Benefits
   1. The cost of accidents
   2. Production, profit and loss
   3. Product safety and liability
   4. Public relations, image and the media
   5. Corporate morale

H. Safety and Health of the Worker
   1. Ergonomics and workstations
   2. Stress: short term and long term effects
   3. Wellness programs
   4. Changing attitudes and mind sets
   5. Workplace violence issues

I. Safety and Health Training
   1. Federal OSHA training requirements
   2. State agency training requirements
   3. Organizational training needs and documentation
   4. Most cited standards and violations

J. Roles of Responsibilities in Safety
   1. Ethics in safety issues
   2. Promoting safety within your organization
   3. Developing the corporate safety culture
   4. Differences in safety management systems
   5. Global safety and emerging international standards


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>
</thead>
<tbody>
<tr>
<td>KP KPC</td>
<td>AAPT Division of Applied Technology</td>
<td>OSH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSH</td>
<td>A108</td>
<td>none</td>
<td>4</td>
<td>(3+2)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

Injury Prevention and Risk Management

Abbreviated Title for Transcript (30 character)


7. Type of Course

☐ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action

☐ Add  ☐ Change  ☐ Delete

If a change, mark appropriate boxes:

☐ Prefix  ☐ Credits  ☐ Contact Hours  ☐ Repeat Status

☐ Grading Basis  ☐ Course Number  ☐ Course Description  ☐ Cross-Listed/Stacked

☐ Course Prerequisites  ☐ Co-requisites  ☐ Test Score Prerequisites  ☐ Registration Restrictions

☐ Other Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ Cross-Listed/Stacked

☐ Other Update course (please specify)

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis

☐ A-F  ☐ P/NP  ☐ NG

11. Implementation Date

From: Fall 2011  To: 9999

12. Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

1. See extra page

2. 

3. 

Initiator Name (typed): Don Weber  Initiator Signed Initials:  Date: ____________

13b. Coordination Email

Date: 01/28/2011

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

13c. Coordination with Library Liaison

Date: 01/28/11

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)

Identifies safety, health and risk management, and incident prevention in the workplace. Emphasizes materials handling, electrical and machine safety, first response to fire and medical emergencies, safety and health hazards, and accident prevention.

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)

☐ College  ☐ Major  ☐ Class  ☐ Level

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

none

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

To update course

Initiator (faculty only)  Date

Don Weber  Initiator (TYPE NAME)

☐ Approved  ☐ Disapproved

Dean/Director of School/College  Date

□ Approved  □ Disapproved

Undergraduate/Graduate Academic Board Chairperson  Date

□ Approved  □ Disapproved

Provost or Designee  Date
I. Initiation Date: Fall 2011

II. Course Information
   A. College: KPC
   B. Course Title: Injury Prevention and Risk Management
   C. Course Subject/Number: OSH A108
   D. Credit Hours: 4
   E. Contact Time: 3+2
   F. Grading Information: A – F
   G. Course Description: Identifies safety, health and risk management, and incident prevention in the workplace. Emphasizes materials handling, electrical and machine safety, first response to fire and medical emergencies, safety and health hazards, and accident prevention.
   H. Status relative to degree or certificate programs:
      OSH AAS requirement
      Logistics and Supply Chain Operations A.A.S. selective
      Technology A.A.S. (Kodiak) requirement
      Industrial Safety Program Support UC (Kodiak) requirement
      Welding UC (Kodiak) requirement
   I. Lab Fee: None
   J. Coordination: Fac List-Serv, Logistics (CTC) & Kodiak
   K. Course Prerequisite: None
   L. Registration Restrictions: None

III. Course Level Justification
    Foundational course in the field.

IV. Instructional Goals

    The instructor will:
    a. Discuss the history, design, and significant operations of accident/injury prevention and risk management.
    b. Discuss the role of accident/injury prevention in the U.S. and international industries.
    c. Compare various risk management techniques.
    d. Discuss the regulatory standards of the Occupational Safety and Health Administration (OSHA) and the applicable State (AKOSH).
V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify and analyze working models of risk management.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>b. Identify the concepts of hazard recognition, avoidance and assessment</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>c. Identify the roles of risk managers and safety and health professionals.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>d. Locate and explain the regulatory standards of the Occupational Safety and Health Administration (OSHA) as well as the applicable State (AKOSH) standards.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>e. Analyze audit/inspection procedures for building and facility hazards.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>f. Demonstrate general machine guarding procedures, hand tool safety, safety warning signs, barricades and barriers.</td>
<td>Tests, written assignments, hands-on exercise, presentation</td>
</tr>
<tr>
<td>g. Identify principles of assured grounding systems.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>h. Explain lockout/tagout procedures.</td>
<td>Tests, written assignments</td>
</tr>
</tbody>
</table>

VI. Course Content Outline

A. Safety
   1. Classroom
   2. Campus
   3. Personal
   4. Class courtesies
B. The Safety and Health Manager and Program Development
   1. Role in corporate structure with regards to risk management
   2. Responsibilities to company and workers
   3. Safety training for prevention of hazards and their associated risks
   4. Safety and health economics
   5. Accident cause analyses
C. Personal Protection Equipment
   1. Hearing and eye protection
   2. Respiratory and head protection
D. Concepts of Hazard Avoidance
   1. Enforcement approach
   2. Psychological approach
   3. Engineering approach
   4. Analytical approach
E. Recognition of Hazards
1. Hazards defined
2. Observation, audit and inspection techniques
3. Workplace visits
4. Process reviews
5. Check lists
6. Complaints

F. Building and Facilities
   1. Walking and working surfaces
   2. Egress paths
   3. Illumination
   4. Construction and maintenance requirements
   5. Ventilation
   6. Facility layout and workplace design

G. Hazardous Materials
   1. Toxic and poisonous chemicals
   2. Flammable liquids
   3. Gases
   4. Acids and bases
   5. Solvents
   6. Dusts
   7. Mists
   8. Fumes
   9. Safe handling and disposal methods

H. First Response to Emergencies
   1. HAZWOPER (29 CFR 1910.120) and HAZCOM (29 CFR 1910.1200)
   2. Fire
   3. Chemical
   4. Medical
   5. Emergency evacuation procedures

I. Materials Handling and Storage (non-hazardous)
   1. Human lifting and basic ergonomic issues
   2. Powered industrial trucks
   3. Material storage (non-hazardous)

J. Machine Guarding
   1. General machine guarding
   2. Guarding the point of operation

K. General Machine and Hand Tool Safe Operating Procedures
   1. Floor mounted power machines
   2. Portable powered machines
   3. Hand tools and portable hand-powered tools

L. Electrical Hazards
   1. Assured grounding
   2. Electrocutioin
   3. Fire
   4. Static
   5. Arc flash

M. Safety Warning Signs and Colors
   1. Standard colors for warnings and cautions
   2. Standard sign shapes for warnings and cautions
   3. Barricades
4. Other warning devices

N. Principles of Lockout/Tagout
   1. Responsibilities
   2. Requirements
   3. Methods

O. Confined Space Entry
   1. Definition
   2. Roles and responsibilities
   3. Requirements
   4. Entry limits

P. Fire Protection and Prevention
   1. Fire prevention and protection
   2. Evaluation procedures
   3. Fire brigades
   4. Fire extinguishers

Q. General Accepted Accident Prevention Steps
   1. Collect data
   2. Analyze data
   3. Select remedy
   4. Apply remedy
   5. Monitor
   6. Cost/benefit

VII. Suggested Text

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>
</thead>
<tbody>
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<td>AAPT Division of Applied Technology</td>
<td>OSH</td>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>Introduction to Occupational Epidemiology</td>
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<tr>
<td>Intro. to Occ. Epidemiolog</td>
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<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<th>7. Type of Course</th>
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<table>
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<tr>
<th>8. Type of Action:</th>
<th>Add or</th>
<th>Change or</th>
<th>Delete</th>
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</table>

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

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

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<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>A-F</td>
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</table>

<table>
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<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>semester/year</td>
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From: Fall/2011 To: /9999

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

Cross-Listed Coordination Signature

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

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](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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</thead>
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<tr>
<td>1. OSH AAS</td>
<td>p.206</td>
<td>01/28/2011</td>
<td>Don Weber / Allen Houtz</td>
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</table>

Initiator Name (typed): Don Weber
Initiator Signed Initials: __________
Date: __________

13b. Coordination Email
Date: 01/28/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 01/28/11 - Jane Fursteneau

### 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 principles of epidemiology and how they pertain to injury prevention. Stresses the collection of data, principles of injury prevention, and data evaluation

### 16a. Course Prerequisite(s) (list prefix and number)
[MATH A105 or MATH A107 or MATH A108 or MATH A109] and OSH A108, with minimum grade of C or righter

### 16b. Test Score(s)
none

### 16c. Co-requisite(s) (concurrent enrollment required)
none

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

### 16e. Registration Restriction(s) (non-codable)
none

### 17. Mark if course has fees

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

### 19. Justification for Action
To update CCG.

Initiator (faculty only)
Initiator Signed Initials: __________
Date: __________

Don Weber
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Board Chairperson

Approved
Disapproved

Provost or Designee
Date

68
University of Alaska Anchorage  
Kenai Peninsula College  
Course Content Guide

I. Initiation Date:  
Fall 2011

II. Course Information
A. College:  
KPC  
B. Course Title:  
Introduction to Occupational Epidemiology  
C. Course Subject/Number:  
OSH A112  
D. Credit Hours:  
3  
E. Contact Time:  
3+0  
F. Grading Information:  
A – F  
G. Course Description:  
Introduces the principles of epidemiology and how they pertain to injury prevention. Stresses the collection of data, principles of injury prevention, and data evaluation.

H. Status of course relative to degree or certificate programs:  
OSH A.A.S. requirement

I. Lab Fee:  
None  
J. Coordination:  
Fac List-Serv  
K. Course Prerequisite:  
[MATH 105 or MATH A107 or MATH A108 or MATH A109] and OSH A108, with minimum grade of C or higher

L. Registration Restrictions:  
None

III. Course Level Justification
-foundational course in the field.

IV. Instructional Goals
The instructor will:
A. Discuss a wide-variety of historic epidemiological disasters in both U.S. and International settings, explore pre-controls placement, post-controls placement, and explain the process of using better alternatives for prevention and final post-catastrophe measurement.
B. Discuss monitoring and updating of the more common epidemiological controls and specific research performed for response to pandemics and occupational injuries and illnesses.
C. Explain the role of the safety and health professional as it pertains to epidemiology.
V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>A student will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify and analyze safety and health information and epidemiological information.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>B. Evaluate information on unsafe acts and unsafe conditions to decrease injuries and improve the health of workers.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>C. Describe the impact of injuries on society in terms of mortality, morbidity, disability, and costs (direct and indirect).</td>
<td>Tests, written assignments, exercises</td>
</tr>
<tr>
<td>D. Explain the epidemiological approach.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td>E. Explain the epidemiology of occupational diseases and injuries; including cause, risk groups for major causes, public health strategic approaches, prevention and control.</td>
<td>Tests, written assignments</td>
</tr>
</tbody>
</table>

VI. Course Content Outline

A. Safety
   1. Classroom
   2. Campus
   3. Personal

B. History of epidemiology
   1. The disease model
   2. Case studies

C. Epidemiological investigations
   1. Observational
   2. Experimental
   3. Everyday uses of epidemiology

D. Injury Surveillance
   1. Data collection and uses
   2. Data quality issues

E. Injury Prevention Techniques
   1. Engineering
   2. Environmental
   3. Enforcement

F. Principles of evaluation
   1. Surveys
   2. Statistics
   3. Proxy measures
   4. Pre/post analysis
VII. Suggested Text


VIII. Bibliography CHECK


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

### 1. School or College
KP KPC

### 2. Course Prefix
OSH

### 3. Course Number
A201

### 4. Previous Course Prefix & Number
none

### 5a. Credits/CEUs
4

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

### 6. Complete Course Title
Workplace Injury and Incident Evaluations
Workplace Injury Incident Eval
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

### 9. Repeat Status No

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

### 11. Implementation Date
From: Fall2011/ To: /9999

### 12. Cross Listed with
- Stacked with

### 13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OSH AAS</td>
<td>p.133</td>
<td>01/28/11</td>
<td>D. Weber, A. Houtz</td>
</tr>
<tr>
<td>2. Technology AAS OSH emphasis (KOC)</td>
<td>p. 216</td>
<td>01/28/11</td>
<td>Lorraine Stewart &amp; Director Bolson</td>
</tr>
<tr>
<td>3. Industrial Safety Program Support, UC (KOC)</td>
<td>p.215</td>
<td>01/28/11</td>
<td>Lorraine Stewart &amp; Director Bolson</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Don Weber
Initiator Signed Initials: __________ Date: __________

### 13b. Coordination Email

| Date: 01/28/11 | submitted to: uaa-faculty@lists.uaa.alaska.edu |

### 13c. Coordination with Library Liaison
| Date: 01/28/11 |

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

### 15. Course Description (suggested length 20 to 50 words)
Assess and evaluate workplace hazards. Investigate worker complaints and actual health and safety incidents, including practical applications and basic accident investigation.

### 16a. Course Prerequisite(s) (list prefix and number)
OSH A108 with minimum grade of C or higher

### 16b. Test Score(s)
none

### 16c. Co-requisite(s) (concurrent enrollment required)
none

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

### 17. Mark if course has fees

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

### 19. Justification for Action
To update course

Initiator (faculty only) Date
Don Weber
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

---

72
University of Alaska Anchorage
Kenai Peninsula College
Course Content Guide

I. Initiation Date: February 17, 2011

II. Course Information
   A. College: KPC
   B. Course Title: Workplace Injury and Incident Evaluation
   C. Course Subject/Number: OSH A201
   D. Credit Hours: 4
   E. Contact Time: 4+0
   F. Grading Information: A – F
   G. Course Description: Assess and evaluate workplace hazards. Investigate worker complaints and actual health and safety incidents, including practical applications and basic accident investigation.
   H. Status of course relative to degree or certificate programs:
      OSH A.A.S. requirement
      Technology A.A.S. OSH emphasis requirement
      Industrial Safety Program Support UC requirement
   I. Lab Fee: None
   J. Coordination: Fac List-Serv, Lorraine Stewart (KOC) and KOC Director
   K. Course Prerequisite: OSH A108
   L. Registration Restrictions: None

III. Course Level Justification
     Foundational course in the field.

IV. Instructional Goals
    The instructor will:
    A. Discuss a variety of methods for the design and management of workplace incident and injury evaluation processes as related to Federal and State OSHA requirements and industry best practices.
    B. Explain supervisor and worker interactions within various organizations, with and without union representation.
    C. Discuss the risk matrix cost-benefit issues, probability vs. severity, reduction of probability by alternate means, and creation of a hazard abatement plan.
    D. Explain the OSHA investigation process with regard to OSHA’s legal requirements, notices of violations (NOVs), documentation of OSHA findings, interim fixes to problems, time schedules, and final legal resolutions available.
## V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>A student will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Explain and demonstrate the design and management of checklists, observation techniques, and workplace evaluations performed for safety concerns.</td>
<td>Tests, written assignments, presentation</td>
</tr>
<tr>
<td><strong>B.</strong> Analyze and compare safety observations to OSHA and industry standards with recordable measureable results.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td><strong>C.</strong> Define necessary supervisor and worker interactions within various organizations, with and without union representation.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td><strong>D.</strong> Explain risk matrix cost-benefit, probability vs. severity, reduction of probability by alternate means and creation of a hazard abatement plan.</td>
<td>Tests, written assignments</td>
</tr>
<tr>
<td><strong>E.</strong> Identify the processes involved in complaint resolution, incident evaluations, legal arbitration and litigation, working with unions, formal vs. informal evaluations, confidentiality issues in privacy cases, worker interactions in safety, owner/supervisor/employee accountability, and developing respect in the workforce.</td>
<td>Tests, written assignments, case studies</td>
</tr>
<tr>
<td><strong>F.</strong> Explain the OSHA Investigation process with regards to OSHA’s legal requirements, notices of violations (NOVs), documentation of OSHA findings, interim fixes to problems, time schedules and final resolutions.</td>
<td>Tests, written assignments</td>
</tr>
</tbody>
</table>
VI. Course Content Outline

A. Safety
   1. Campus
   2. General rules and class conduct
   3. Course processes

B. Introduction to Workplace Evaluations
   1. Evaluation of materials and processes
   2. Safety concerns
   3. Health concerns
   4. Industry standard checklists
   5. Observation techniques

C. Process Evaluation
   1. Principles and practices
   2. The level of detail
   3. Comparing observations to standards
   4. Recording information
   5. Knowing the needs
   6. Legalities
   7. Workplace measurements

D. The Worker/Supervisor Interview
   1. Unions
   2. Interview basics
   3. Recording information
   4. “Near misses”
   5. The disgruntled worker

E. The Risk Matrix Cost-Benefit
   1. Probability vs. severity
   2. Reducing probability by alternate means
   3. Creating a hazard abatement plan

F. Documentation of a Workplace Evaluation
   1. A working report
   2. The executive summary
   3. Legal aspects
   4. Recommendations
   5. Amending a report

G. Introduction to Complaint and Incident Evaluations
   1. Legal aspects
   2. Unions
   3. Formal vs. informal evaluations
   4. Confidentiality
   5. Worker interaction
   6. Accountability and visibility – developing respect

H. The Formal Investigation
   1. Documentation
   2. Photography
   3. Preservation of evidence
   4. Preparation for legal action
5. Notes and reports – acquiring factual information
6. Confidentiality and anonymity

I. The OSHA Investigation
   1. Legal requirements
   2. Unions
   3. Access to discoverable documentation
   4. Identification
   5. Privacy
   6. Documentation of OSHA findings

J. Interim Fixes to Problems
   1. Time schedules
   2. Integration into present system
   3. Eminent danger

VI. Suggested Text

VII. Bibliography

2. Complete Program Title/Prefix
   AAS, Fire and Emergency Services Technology

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

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

5. Implementation Date (semester/year)
   From: Fall/2011   To: 99999999

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

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

6c. Coordination with Library Liaison Date: 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
   Removal of "advisor approval required for general education courses" will clarify elective degree requirements for students, eliminating misunderstandings regarding what courses may be used for electives.

   Initator (faculty only) Date
   James Foster
   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
   □ Approved  □ Disapproved  Department Chairperson Date
   □ Approved  □ Disapproved  Curriculum Committee Chairperson Date
The Fire and Emergency Services Technology program provides entry-level knowledge and skills for students planning a career in emergency services as well as knowledge and skill for the career firefighter.

Program Outcomes
Graduates of the Fire and Emergency Services Technology program are prepared to:
- Discuss the history, support organizations, resources, incident management, training, and emergency operations and relate how each plays a role within emergency services.
- Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
- Relate how fire prevention and fire inspections are connected.
- Demonstrate the importance of public education in relation to fire prevention.
- Identify the equipment and systems used in control and extinguishment of fire.
- Identify the five types of building construction and their uniqueness under fire conditions.
- Calculate water flow, friction loss, and gallon per minute flow for a given scenario.

The Associate of Applied Science degree has a technical core which follows the National Fire Academy’s Fire and Emergency Service Higher Education’s model core curriculum for two-year degree programs. The technical core consists of courses in principles of emergency services, building construction, fire prevention, fire hydraulics, protection systems, and fire behavior and combustion. Each student must complete the technical core as well as MATH A105 or higher, a natural science with lab, and remaining UAA AAS general course requirements. The student also has four options from which to choose: Fire Suppression, Fire Administration, Emergency Medical Services, or Wildland Firefighting. It may take more than two years to complete the degree.

For baccalaureate degree options, contact a Fire and Emergency Services Technology advisor.

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

Associate of Applied Science, Fire and Emergency Services Technology
Admission Requirements
Satisfy the Admission to Certificate and Associate’s Degree Program Requirements in Chapter 7, Academic Standards and Regulations. Although it is not required, it is highly recommended that students be members of a paid or volunteer fire department prior to or shortly after being admitted to the program.

Academic Progress
In order to progress within the Associate of Applied Science Fire and Emergency Services Technology program, students must earn a satisfactory grade (C or higher or S) in all Fire and Emergency Service Technology (FIRE) courses required for the degree.

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

3. Complete the Major Requirements listed below.

**Major Requirements**

1. Complete the following required courses (28 credits):
   
   **FIRE A101**  Principles of Emergency Services  3
   **FIRE A105**  Fire Prevention  3
   **FIRE A121**  Fire Behavior and Combustion  3
   **FIRE A202**  Fire Protection Hydraulics and Water Supply  3
   **FIRE A206**  Building Construction for Fire Protection  3
   **FIRE A214**  Fire Protection Systems  3
   **MATH 105**  Intermediate Algebra or Higher  3
   
   Natural science with lab (recommend CHEM 103/L)  4
   Social science (PS, PSY, or SOC)  3
   Math, natural science, and social science may also meet AAS General Course Requirements.

2. Complete 12 credits in one of the following options:

   **Fire Suppression- Option 1**
   
   FIRE A107  Strategy and Tactics  3
   FIRE A117  Rescue Practices (3)  3
   or
   FIRE A151  Wildland Fire Control I (3)
   FIRE A123  Fire Investigation I  3
   FIRE A203  Hazardous Materials Chemistry I  3

   **Fire Administration- Option 2**
   
   FIRE A111  Fire Administration I  3
   FIRE A170  Occupational Safety and Health for Fire Service  3
   FIRE A201  Principles of Emergency Management (3)  3
   or
   FIRE A230  Fire Department Organizational Theory and Behavior (3)
   FIRE A220  Legal Aspects of Emergency Services  3

   **Emergency Medical Services- Option 3**
   
   EMT A130  Emergency Medical Technician I  6
   EMT A230  Emergency Medical Technician II  3
   EMT A231  Emergency Medical Technician III (3)  3
   or
   FIRE A117  Rescue Practices (3)

   **Wildland Firefighting- Option 4**
   
   FIRE A151  Wildland Fire Control I  3
   FIRE A155  Wildland Fire Behavior  3
   FIRE A157  Wildland Air Operations and Safety  3
   FIRE A159  Wildland Fire Operations Functions  3

3. Complete an additional 11 credits from FIRE, FSA, or EMT courses or from the General Education Requirements (GERs) course list.  11

4. A total of 60 credits is required for the degree.

**FACULTY**

James Foster, Assistant Professor/Program Coordinator, AFJKF@uaa.alaska.edu
FIRE AND EMERGENCY SERVICES TECHNOLOGY

The Fire and Emergency Services Technology program provides entry-level knowledge and skills for students planning a career in emergency services as well as knowledge and skill for the career firefighter.

Program Outcomes
Graduates of the Fire and Emergency Services Technology program are prepared to:

- Discuss the history, support organizations, resources, incident management, training, and emergency operations and relate how each plays a role within emergency services.
- Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
- Relate how fire prevention and fire inspections are connected.
- Demonstrate the importance of public education in relation to fire prevention.
- Identify the equipment and systems used in control and extinguishment of fire.
- Identify the five types of building construction and their uniqueness under fire conditions.
- Calculate water flow, friction loss, and gallon per minute flow for a given scenario.

The Associate of Applied Science degree has a technical core which follows the National Fire Academy’s Fire and Emergency Service Higher Education’s model core curriculum for two-year degree programs. The technical core consists of courses in principles of emergency services, building construction, fire prevention, fire hydraulics, protection systems, and fire behavior and combustion. Each student must complete the technical core as well as MATH A105 or higher, a natural science with lab, and remaining UAA AAS general education requirements. The student also has four options from which to choose: Fire Suppression, Fire Administration, Emergency Medical Services, or Wildland Firefighting. It may take more than two years to complete the degree.

For baccalaureate degree options, contact a Fire and Emergency Services Technology advisor.

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

Associate of Applied Science, Fire and Emergency Services Technology

Admission Requirements
Satisfy the Admission to Certificate and Associate’s Degree Program Requirements in Chapter 7, Academic Standards and Regulations. Although it is not required, it is highly recommended that students be members of a paid or volunteer fire department prior to or shortly after being admitted to the program.

Academic Progress
In order to progress within the Associate of Applied Science Fire and Emergency Services Technology program, students must earn a satisfactory grade (C or higher or S) in all Fire and Emergency Service Technology (FIRE) courses required for the degree.

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

3. Complete the Major Requirements listed below.

**Major Requirements**

1. Complete the following required courses (28 credits):
   - FIRE A101 Principles of Emergency Services 3
   - FIRE A105 Fire Prevention 3
   - FIRE A121 Fire Behavior and Combustion 3
   - FIRE A202 Fire Protection Hydraulics and Water Supply 3
   - FIRE A206 Building Construction for Fire Protection 3
   - FIRE A214 Fire Protection Systems 3
   - MATH 105 Intermediate Algebra or Higher 3
   - Natural science with lab (recommend CHEM 103/L) 4
   - Social science (PS, PSY, or SOC) 3
   - Math, natural science, and social science may also meet AAS General Course Requirements.

2. Complete 12 credits in one of the following options:

   **Fire Suppression- Option 1**
   - FIRE A107 Strategy and Tactics 3
   - FIRE A117 Rescue Practices (3) 3
   - or
   - FIRE A151 Wildland Fire Control I (3)
   - FIRE A123 Fire Investigation I 3
   - FIRE A203 Hazardous Materials Chemistry I 3

   **Fire Administration- Option 2**
   - FIRE A111 Fire Administration I 3
   - FIRE A170 Occupational Safety and Health for Fire Service 3
   - FIRE A201 Principles of Emergency Management (3) 3
   - or
   - FIRE A230 Fire Department Organizational Theory and Behavior (3)
   - FIRE A220 Legal Aspects of Emergency Services 3

   **Emergency Medical Services- Option 3**
   - EMT A130 Emergency Medical Technician I 6
   - EMT A230 Emergency Medical Technician II 3
   - EMT A231 Emergency Medical Technician III (3) 3
   - or
   - FIRE A117 Rescue Practices (3)

   **Wildland Firefighting- Option 4**
   - FIRE A151 Wildland Fire Control I 3
   - FIRE A155 Wildland Fire Behavior 3
   - FIRE A157 Wildland Air Operations and Safety 3
   - FIRE A159 Wildland Fire Operations Functions 3

3. Complete an additional 11 credits from any FIRE, FSA, or EMT courses or from the General Education Requirements (GERs) course list that will lead towards a baccalaureate degree. (Advisor approval required for general education courses)

4. A total of 60 credits is required for the degree.

**FACULTY**

Gail Warner, James Foster, Assistant Professor/Program Coordinator, AFTGOJKF@uac.alaska.edu
**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>CE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Course Number</td>
<td>A401</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>3.0</td>
</tr>
<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(3.0+0.0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**  
Transportation Engineering 1

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

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

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

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

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

**11. Implementation Date**  
- Semester/year: Fall/2012 to 9999

**12. Cross Listed with**  
- [ ] 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>Civil Engineering</td>
<td>6/20/2011</td>
<td>Osama A. Abaza</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Osama A. Abaza  
**Initiator Signed Initials:** __________  
**Date:** __________

**13b. Coordination Email**  
Date: afao@uaa.alaska.edu  
Submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 6/25/2011

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

**15. Course Description** (suggested length 20 to 50 words)  
Introduction to planning and engineering of transportation systems and their functions, components, and operation. Those systems include highways, airports, railroads, and water transportation with emphasis for highways on planning, and traffic operations.

**16a. Course Prerequisite(s)** (list prefix and number)  
ES A110 with a minimum grade of "C".

**16b. Test Score(s)**  
A-F

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

**19. Justification for Action**  
New course introduced based on the latest external assessment by ABET

**Initiator (faculty only)**  
Osama A. Abaza  
**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:** __________

82
COURSE CONTENT GUIDE

University Of Alaska Anchorage, School of Engineering

I. Date Initiated: June 20, 2011

II. Course Information:
   a. College: Engineering
   b. Course Prefix: CE
   c. Course Number: A401
   d. Number of credits and contacts hours: Three (3)
   e. Course title: Transportation Engineering 1
   f. Grading basis: Letter grade A-F
   g. Implementation date: Fall 2012
   h. Cross listing: None
   i. Staking: None
   j. Course Description: Introduction to planning and engineering of transportation systems and their functions, components, and operation. Those systems include highways, airports, railroads, and water transportation with emphasis for highways on planning, and traffic operations.
   
   k. Course attributes: None
   l. Course prerequisites: CE A435 with a minimum grade of C.
   m. Course fees: N/A

III. Course Level Justification
   This course is founded upon a chain of prerequisite courses typical of the first three years of a BS Civil Engineering program. The course requires the ability to synthesize this knowledge to develop designs for transportation system components in planning and traffic engineering.

IV. Course Outline
   A. Introduction to transportation systems engineering
      1. Introduction to the transportation sector
      2. Transportation systems characteristics
      3. Modes of transportation
      4. Fields of transportation engineering
      5. Transportation systems issues and challenges
   B. Characteristics of the driver, pedestrian, vehicle and road
1. Driver characteristics
2. Perception-reaction process
3. Pedestrian characteristics
4. Vehicle characteristics
5. Road characteristics

C. Traffic engineering studies
1. Spot speed studies
2. Volume studies
3. Travel time and delay studies
4. Parking studies

D. Fundamental principles of traffic flow
1. Traffic flow elements
2. Flow-Density Relationships

E. Intersection design and controls
1. Types and design of at-grade intersections
2. Concepts of traffic control
3. Conflict points at intersections
4. Types of intersection control
5. Signal timing for different color indications

F. Introduction to transportation planning
1. Basic elements of transportation planning
2. Urban transportation planning
3. Forecasting travel demand
4. Evaluation transportation alternatives

G. Introduction to railroad engineering
1. Types
2. Location and route layout
3. The railway cross-section
4. Geometrical design

H. Introduction to airport engineering
1. Airport components
2. The airport passenger terminal
3. Principles of airport design

I. Introduction to water engineering
1. Inland waterways
2. Design of harbors
3. Design of ports

J. Pipeline transportation

V. Instructional Goals and Student Outcomes
A. Instructional goals: The instructor will guide the student to:
1. have the basic skills in transportation systems and characteristics,
2. have the basic knowledge in the different field of transportation,
3. identify the issues and challenges in transportation engineering,
4. realize the basic characteristics of roadway elements,
5. understand different traffic engineering studies,
6. understand the fundamentals of traffic flow,
7. realize principles of intersection design and controls,
8. have basic skills for the analysis of route surveying, location, and evaluation,
9. understand the basics in transportation planning,
10. understand the basics in the design of pavement structures,
11. understand the basic components of railroads, airports, and water transportation,
12. present his/her work as an engineer and communicate with others in a professional manner,
13. work as a team to achieve their goals efficiently and professionally,
14. consider the wider perspective and diversity of the engineering profession when dealing with the social, economic, and environmental aspects in transportation engineering.

B. Course outcomes and assessment: Students who successfully complete this course will be able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>identify the components of transportation system,</td>
</tr>
<tr>
<td></td>
<td>Performance in the exam, quizzes, and homework assignments.</td>
</tr>
<tr>
<td>2.</td>
<td>recognize and review fields of transportation engineering and identify issues of concern,</td>
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<td></td>
<td>Performance in the exam, quizzes, homework assignments, and presentation of scientific paper.</td>
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<td>3.</td>
<td>review the different traffic studies and discus intersection design issues,</td>
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<td></td>
<td>Performance in the exam, quizzes, homework assignments, and presentation of scientific paper.</td>
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<tr>
<td>4.</td>
<td>review the basic issues in transportation planning,</td>
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<tr>
<td></td>
<td>Performance in the exam, quizzes, and homework assignments.</td>
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<tr>
<td>5.</td>
<td>comprehend and discuss the components of rail transportation, airports, and water transportation,</td>
</tr>
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<td></td>
<td>Performance in the exam, quizzes, and homework assignments.</td>
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<td>6.</td>
<td>prepare and write a term paper in the transportation field within a team.</td>
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<td></td>
<td>Performance in presentation of scientific paper and/or discussion of design project.</td>
</tr>
</tbody>
</table>

VI. Suggested Text:

VII. Alternative texts and references:


VIII. Web References

<table>
<thead>
<tr>
<th>Website/Agency</th>
<th>Website/Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association of State Highway and transportation Officials (AASHTO)</td>
<td><a href="http://www.aashto.org">www.aashto.org</a></td>
</tr>
<tr>
<td>American Public Transit Association</td>
<td><a href="http://www.apta.com">www.apta.com</a></td>
</tr>
<tr>
<td>Transportation Research Board</td>
<td><a href="http://www.trb.org">www.trb.org</a></td>
</tr>
<tr>
<td>U.S. Bureau of Transportation Statistics</td>
<td><a href="http://www.bts.gov">www.bts.gov</a></td>
</tr>
<tr>
<td>Airport Technology</td>
<td><a href="http://www.airport-technology.com">www.airport-technology.com</a></td>
</tr>
<tr>
<td>Automotive Technology</td>
<td><a href="http://www.automotive-technology.com">www.automotive-technology.com</a></td>
</tr>
<tr>
<td>Institute of Transportation Engineers</td>
<td><a href="http://www.ite.org">www.ite.org</a></td>
</tr>
<tr>
<td>U.S. Department of Transportation</td>
<td><a href="http://www.dot.gov">www.dot.gov</a></td>
</tr>
<tr>
<td>ITS Research Center, Texas A&amp;M</td>
<td><a href="http://www.rce.tamu.edu">www.rce.tamu.edu</a></td>
</tr>
<tr>
<td>For other web references check:</td>
<td><a href="http://www.yousefi.netfirms.com/tra.html">www.yousefi.netfirms.com/tra.html</a></td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Civil Engineering

2. Course Prefix
CE

3. Course Number
A402

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

5b. Contact Hours
(Lecture + Lab) (3.0+0.0)

6. Complete Course Title
Transportation Engineering

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☐ Contact Hours
☐ Repeat Status
☐ Course Number
☐ Cross-Listed/Stacked
☐ Course Description
☐ Co-requisites
☐ Test Score Prerequisites
☐ Registration Restrictions
☐ Other Prerequisites
☐ Repeat Status
☐ Grading Basis
☐ Cross-Listed Coordination Signature

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

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: Fall/2012
To: 9999

12. Cross Listed with
☐ Stacked with

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

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

1. Civil Engineering
6/20/2011
Osama A. Abaza

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

13c. Coordination with Library Liaison
Date: 6/25/2011

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

15. Course Description (suggested length 20 to 50 words)
Introduction to planning and engineering of transportation systems and their functions, components, and operation. Those systems include highways, airports, railroads, and water transportation with emphasis for highways on geometrical and pavement design.

16a. Course Prerequisite(s) (list prefix and number)
CE A401 with a minimum grade of "C".

16b. Test Score(s)
A-F

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
Changes introduced based on the latest external assessment by ABET

Initiator Name (typed): Osama A. Abaza
Initiator Signed Initials: __________________________

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

13c. Coordination with Library Liaison
Date: 6/25/2011

Initiator (faculty only)
Osama A. Abaza
Initiator (TYPE NAME)

☐ 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, School of Engineering

I. Date Initiated: June 20, 2011

II. Course Information:
   a. College: Engineering
   b. Course Prefix: CE
   c. Course Number: A402
   d. Number of credits and contacts hours: Three (3)
   e. Course title: Transportation Engineering 2
   f. Grading basis: Letter grade A-F
   g. Implementation date: Fall 2012
   h. Cross listing: None
   i. Staking: None
   j. Course Description: Introduction to planning and engineering of transportation systems and their functions, components, and operation. Those systems include highways, airports, railroads, and water transportation with emphasis for highways on geometrical and pavement design.
   k. Course attributes: None
   l. Course prerequisites: CE A402 with a minimum grade of C.
   m. Course fees: N/A

III. Course Level Justification
   This course is founded upon a chain of prerequisite courses typical of the first three years of a BS Civil Engineering program. The course requires the ability to synthesize this knowledge to develop designs for transportation system components in geometrical and pavement design.

IV. Course Outline
   A. Highway Surveys and location
      1. Principles of highway location
      2. Highway survey methods
      3. Highway earthwork
   B. Geometric design of highway facilities
      1. Factors influencing highway design
      2. Highway cross sectional elements
3. Design of horizontal alignment  
4. Design of vertical alignment  
5. Bicycle facilities  
6. Parking facilities  

C. Highway Drainage  
1. Highway drainage structures  
2. Subsurface drainage  

D. Soil Engineering for highway design  
1. Soil characteristics  
2. Classification of soils for highway use  
3. Soil survey for highway construction  
4. Soil compaction  
5. Tests for pavement design  

E. Bituminous materials  
1. Properties of asphalt materials  
2. Tests for asphalt materials  
3. Superpave systems  

F. Design of flexible pavements  
1. Components of flexible pavements  
2. Principles of flexible pavement design  

G. Design of rigid pavements  
1. Materials used  
2. Joints in concrete pavements  
3. Types of rigid pavements  
4. Stresses in rigid pavements  
5. Thickness design  

H. Introduction to pavement management  

V. Instructional Goals and Student Outcomes  

A. Instructional goals: The instructor will guide the student to:  
1. realize basic skills in transportation systems and characteristics,  
2. realize basic characteristics of roadway elements,  
3. realize basic highway surveys,  
4. realize basic highway geometrical design,  
5. realize the basic principles of highway drainage,  
6. identify materials used in highway construction,  
7. identify basic issues in design of flexible and rigid pavements,  
8. present his/her work as an engineer and communicate with others in a professional manner,  
9. work in a team to achieve his/her goals efficiently and professionally,  

B. Course outcomes and assessment: Students who successfully complete this course will be able to:
1. identify the highway design,  
   Performance in the exam, quizzes, and homework assignments.

2. identify components of highway geometrical design,  
   Performance in the exam, quizzes, homework assignments, and presentation of scientific paper and/or transportation project.

3. identify the issues in drainage and highway materials,  
   Performance in the exam, quizzes, homework assignments, and presentation of scientific paper and/or transportation project.

4. realize basic issues in highway structural design,  
   Performance in the exam, quizzes, and homework assignments.

5. prepare and write a term paper in the transportation field within a team.  
   Performance in presentation of scientific paper and/or transportation project.

**VI. Suggested Text:**

**VII. Alternative texts and references:**
Guide for design of pavement structures, (1993), AASHTO.
Standard specification for transportation materials, methods sampling and of testing, (2007), AASHTO.

**VIII. Web References**
American Association of State Highway and transportation Officials (AASHTO)  
[www.transportation.org](http://www.transportation.org)
Transportation Research Board  
[www.trb.org](http://www.trb.org)
U.S. Bureau of Transportation Statistics  
[www.bts.gov](http://www.bts.gov)
Institute of Transportation Engineers  
[www.ite.org](http://www.ite.org)
U.S. Department of Transportation  
[www.dot.gov](http://www.dot.gov)
ITS Research Center, Texas A&M  
[www.rce.tamu.edu](http://www.rce.tamu.edu)
For other web references check:  
[www.yousefi.netfirms.com/tra.html](http://www.yousefi.netfirms.com/tra.html)
MEMORANDUM

DATE: 4 August 2011

TO: Deans and Directors, UAA Faculty Listserve

FROM: Michael Driscoll, Provost

CC: T. Bart Quimby, Interim Vice Provost for Curriculum & Assessment
    William Spindle, Vice Chancellor for Administrative Services
    Alessandra Abramczyk, Director, UAA Campus Bookstore

RE: Timely Notification of Textbooks and the Higher Education Opportunity Act (HEOA)

The HEOA requires the university to make course textbook information (ISBN, title, author, retail price) available to students during preregistration and registration. The Anchorage campus university bookstore has been working to make this happen by working with the university to include links on the UAonline registration website to the texts which faculty have requested them to stock. The bookstores and administrators at the extended campuses have been working on similar systems.

Unfortunately, a significant number of faculty are changing the required texts for courses after registration has begun—even as late as the first day of class—which appears to be in violation of the HEOA and puts university federal funding at risk. While faculty are free to select texts which support the course content as defined in the Course Content Guides they are obligated by law to make and report their selection for posting on the university website prior to registration.

If the University is ever found to be out of compliance with the HEOA, Federal law provides for serious financial consequences. I know that this will cause problems for some faculty, we need your cooperation to maintain compliance.

A recent student complaint regarding a professor switching texts at the start of the semester (and after they purchased the text from a source which doesn't take returns) led us to seek advice from the UA Office of General Counsel. As a part of their response, they suggested that we notify faculty concerning the following requirements of the HEOA:

1. The university must disclose on its internet course schedule the International
Standard Book Number and the retail price information of required and recommended textbooks and supplemental materials for each course listed in the course schedule;

2. This information must be available for students to use for preregistration and registration purposes;

3. If the International Standard Book Number is not available, the university must include on the internet course schedule the author, title, publisher and copyright date of the required textbook or supplemental material;

4. If disclosure of this information is not practicable, the university must use the designation "To Be Determined" in lieu of providing the information required by the statute;

5. If applicable, the university must include in the university's written course schedule a notice that the textbook information is available on the university internet course schedule;

6. The university should also give students information about
   a. available programs for renting textbooks or for purchasing new textbooks;
   b. available university "guaranteed textbook buy-back" programs;
   c. available university "alternative content delivery" programs; or
   d. other available university "cost-saving programs."

The law requires the university to make the disclosures "[t]o the maximum extent possible." While this provision has not been contested in court yet, it appears "that the burden is on the university to establish that the university tried to meet the deadline but something outside its control or the professor's control prohibited timely disclosure or that something happened outside the norm such that it was not practical, even with best efforts, to make timely disclosure."

Legal counsel warns that such things as changing the text after registration due to a last minute change in professor may not be a valid reason for changing the text. There are a number of other common reasons used by faculty which may not be acceptable depending on the interpretation of the HEOA.

Another area of concern is that, while we currently make available on the registration website information about required texts reported to the bookstore, the HEOA appears to go beyond this to include all texts and supplemental materials required for each course regardless of where the students are to obtain them from. The bookstore is frequently not informed of some required texts or supplemental materials for a variety of reasons, but this information also needs to be made available to the students prior to registration.

Given the current state of the law, we need faculty to not change or add texts or supplemental materials to any course after start of registration without approval of their dean's or director's office effective immediately. We are requesting the Deans & Directors
to keep a log of requests for change in textbooks along with the reasons for the change to help us to develop an understanding of the reasons faculty have for changing texts.

In the coming fall 2011 semester it is our intent to appoint a working group that will include faculty to develop a policy/procedure for submitting information about textbooks and supplemental materials, approving changes after registration begins, and to find ways for making this information more visible during registration. There are many facets to this problem which need to be explored to arrive at a well considered solution.

The HEOA can be found at [http://www2.ed.gov/policy/highered/leg/hea08/index.html](http://www2.ed.gov/policy/highered/leg/hea08/index.html). The textbook provisions are section 112 of the act.