

2:00 – 5:00 pm

() Barbara Brown	() Gerry Busch	() Len Smiley
() Ben Curtis	() Grant Baker	() Roy Poole
() Brad Bradshaw	() Hilary Davies	() Stephen Gillon
() Caedmon Liburd	() Hilary Seitz	() USUAA Vacant
() Catherine Sullivan	() Jack Pauli	() Toni Croft
() Cheryl Smith	() Kevin Keating	() FS Vacant

VI. Program/Course Action Request – Second Reading

Chg CHEM A332 Physical Chemistry II (3 cr) (3+0) (pg. 51-56)

Add CHEM A333L Physical Chemistry Lab (2 cr) (0+3) (pg. 57-63)

Chg CHEM A441 Principles of Biochemistry I (3 cr) (3+0) (pg. 64-70)

Chg Bachelor of Science Chemistry (pg. 71-88)

Add MATH A423 Advanced Engineering Mathematics (3 cr) (3+0) (pg. 89-94)

Chg MATH A426 Numerical Methods (3 cr) (3+0) (pg. 95-101)

Chg BA in Mathematics (pg. 102-104)

Chg BS in Mathematics (pg. 105-107)

B. CBPP

Chg CIS A330 Database Management Systems (3 cr) (3+0) (pg. 108-111)

Chg BA A131 Personal Finance (3 cr) (3+0) (pg. 112-115)

Chg BA A151 Introduction to Business (3 cr) (3+0) (pg. 116-123)

Chg BA A306 Real Estate Principles (3 cr) (3+0) (pg. 124-127)

Add BA A315 Property Management and Marketing (3 cr) (3+0) (pg. 128-131)

Add BA A320 Real Estate Finance (3 cr) (3+0) (pg. 132-135)

Chg BA A325 Corporate Finance (3 cr) (3+0) (pg. 136-139)

Chg BA A380 Investment Management (3 cr) (3+0) (pg. 140-143)

Chg BA A385 Advanced Corporate Finance (3 cr) (3+0) (pg. 144-147)

Chg BA A395 Property Management Internship (3 cr) (0+3) (pg. 148-151)

Add BA A431 Real Estate Appraisal (3 cr) (3+0) (pg. 152-155)

Add BA A432 Real Estate Law (3 cr) (3+0) (pg. 156-159)

Add BA A451 Security Analysis and Portfolio Theory (3 cr) (3+0)
(pg. 160-163)

Add BA A452 Financial Derivatives (3 cr) (3+0) (pg. 164-167)

Add BA A453 Bond Market Analysis (3 cr) (3+0) (pg. 168-171)

Chg BBA in Finance (pg. 172-178)

Add Minor in Real Estate (pg. 179-182)

C. CHSW

Chg NURS A127 LPN to AAS Nursing Bridge (1 cr) (0.7+1) (pg. 183-191)

D. CTC

Chg MEDT A303 Advanced Clinical Microbiology (6 cr) (3+6) (pg. 192-198)

Chg MEDT A401 Introduction to Research (2 cr) (2+0) (pg. 199-204)

Chg Bachelor of Science in Medical Technology (pg. 205-214)

E. HNRS

Chg HNRS A191 Freshman Honors Tutorial (1 cr) (1+0) (pg. 215-219)

Chg HNRS A192 Honors Seminar: Enduring Books (3 cr) (3+0) (pg. 220-223)

Chg HNRS A291 Sophomore Honors Tutorial (1 cr) (1+0) (pg. 224-228)

Chg HNRS A292 Honors Seminar in Social Sciences (3 cr) (3+0) (pg. 229-233)

Chg HNRS A310 Community Service: Theory and Practice (3 cr) (1+6)
(pg. 234-239)

Chg HNRS A391 Junior Honors Tutorial (1 cr) (1+0) (pg. 240-243)

Chg HNRS A392 Honors Thesis Seminar (1 cr) (1+0) (pg. 244-247)

Chg HNRS A490 Senior Honors Seminar (6 cr) (6+0) (pg. 248-254)

Chg HNRS A499 Honors Thesis (3 cr) (0+6) (pg. 255-257)

VII. Program/Course Action Request – First Reading

Add HNRS A298S Scholarship Module (1-3) (1-3+0) (pg. 258-261)

Add HNRS A298R Research Module (1-3) (1-3+0) (pg. 262-264)

Add HNRS A309 Interdisciplinary Team-Based Research Methods (3 cr) (3+0)
(pg. 265-270)

Add HNRS A398S Scholarship Modules (1-3) (1-3+0) (pg. 271-273)

Add HNRS A398R Research Module (1-3) (1-3+0) (pg. 274-277)

- Add HNRS A498S Scholarship Modules (1-3) (1-3+0) (pg. 278-280)
- Add HNRS A498R Research Module (1-3) (1-3+0) (pg. 281-284)
- Add Undergraduate Research and Scholarship Modules (pg. 285-302)
- Chg University Honors College (pg. 303-321)
- Add Natural and Complex Systems Program in the University Honors College (pg. 322-330)
- Chg ART A295 Internship-Digital/ Exhibition Environments (1-3 cr) (0+3-9) (pg. 331-335)
- Chg Associate of Applied Science, Digital Art (pg. 336-343)
- Chg AAS Aviation Administration (pg. 344-349)
- Chg ASTR A103 Introductory Astronomy I (3 cr) (3+0) (pg. 350-356)
- Add ASTR A103L Introductory Astronomy I Lab (1 cr) (0+3) (pg. 357-363)
- Chg ASTR A104 Introductory Astronomy II (3 cr) (3+0) (pg. 364-370)
- Add ASTR A104L Introductory Astronomy II Lab (1 cr) (0+3) (pg. 371-378)
- Chg PHYS A123 Basic Physics I (3 cr) (3+0) (pg. 379-385)
- Chg PHYS A123L Basic Physics I Laboratory (3 cr) (0+3) (pg. 386-392)
- Chg PHYS A124 Basic Physics II (3 cr) (3+0) (pg. 393-399)
- Chg PHYS A124L Basic Physics II Laboratory (3 cr) (0+3) (pg. 400-406)
- Chg PHYS A311 Intermediate Classical Mechanics (3 cr) (3+0) (pg. 407-412)
- Add PHYS A403 Quantum Mechanics (3 cr) (3+0) (pg. 413-418)
- Add PHYS A413 Statistical and Thermal Mechanics (3 cr) (3+0) (pg. 419-424)
- Chg PHYS A456 Nonlinear Dynamics and Chaos (3 cr) (3+0) (stacked w/ CHEM A456 and BIOL A456) (pg. 425-426)
- Chg CHEM A456 Nonlinear Dynamics and Chaos (3 cr) (3+0) (stacked w/ PHYS A456 and BIOL A456) (pg. 427)
- Chg BIOL A456 Nonlinear Dynamics and Chaos (3 cr) (3+0) (stacked w/ CHEM A456 and PHYS A456) (pg. 428-433)
- Add GEOG A443 Northwest Passage: The Changing Canadian North (3 cr) (3+0)

(pg. 434-440)

Chg	GEOG	A345	Across this Land: The Historical Geography of North America (3 cr) (3+0) (stacked w/HIST A345 and INTL A345) (pg. 441)
Chg	HIST	A345	Across this Land: The Historical Geography of North America (3 cr) (3+0) (stacked w/GEOG A345 and INTL A345) (pg. 442)
Del	INTL	A345	Across this Land: The Historical Geography of North America (3 cr) (3+0) (stacked w/HIST A345 and GEOG A345) (pg. 443)
Del	INTL	A302	Canada: Contemporary Issues (3 cr) (3+0) (pg. 444)
Del	INTL	A303	Canada: Selected Topics (3 cr) (3+0) (pg. 445)
Del	INTL	A304	Canada: Field Study Tour (3 cr) (3+0) (pg. 446)
Del	INTL	A305	Canadian Far West (3 cr) (3+0) (pg. 447)
Chg	INTL	A335	Canada: Nation and Identity (3 cr) (3+0) (pg. 448-457)
Del	INTL	A492	North Pacific Studies Seminar (3 cr) (3+0) (pg. 458)
Chg			Canadian Studies Minor (pg. 459-461)
Chg			International North Pacific Studies Minor (pg. 462-464)
Chg			International Studies BA (pg. 465-488)
Chg	ACCT	A210	Income Tax Preparation (3 cr) (3+0) (pg. 489-493)
Chg	ACCT	A222	Introduction to Computerized Accounting (3 cr) (3+0) (pg. 494-498)
Chg	ACCT	A225	Payroll Accounting (3 cr) (3+0) (pg. 499-503)
Chg	ACCT	A230	Workpaper Preparation and Presentation (3 cr) (3+0) (pg. 504-508)
Chg			AAS, Accounting Degree (pg. 509-511)
Chg	CIS	A110	Computer Concepts in Business (3 cr) (3+0) (pg. 512-517)
Chg	CIS	A345	Managing Data Communications and Computer Networks (3 cr) (3+0) (pg. 518-522)
Chg	CIS	A365	Object-Oriented Programming (3 cr) (3+0) (pg. 523-527)
Chg	MATH	A060	Essential Mathematics (4 cr) (4+0) (pg. 528-534)
Chg	MEDT	A295	Clinical Practicum (12 cr) (0+36) (pg. 535-539)
Chg	MEDT	A495	Medical Technology Practicum (12 cr) (0+36) (pg. 540-546)

Add			Occupational Endorsement Certificate, Medical Office Training, Medical Office Coding (pg. 547-552)
Chg	BIOL	A102	Introductory Biology (3 cr) (3+0) (pg. 553-561)
Chg	BIOL	A103	Introductory Biology Laboratory (1 cr) (0+3) (pg. 562-566)
Chg	BIOL	A111	Human Anatomy and Physiology I (4 cr) (3+3) (pg. 567-570)
Chg	BIOL	A112	Human Anatomy and Physiology II (4 cr) (3+3) (pg. 571-574)
Chg	BIOL	A200	Introductory to Complexity (3 cr) (3+0) (stacked w/CPLX A200) (pg. 575-584)
Add	CPLX	A200	Introductory to Complexity (3 cr) (3+0) (stacked w/BIOL A200) (pg. 585-593)
Chg	BIOL	A310	Principles of Physiology (4cr) (3+3) (pg. 594-602)
Chg	CA	A495	Hospitality Internship (6cr) (2+40) (pg. 603-608)
Chg			Hospitality & Restaurant Management Catalog Copy Hospitality and Restaurant Management, BA (pg. 609-611)

VIII. Old Business

IX. New Business

A. Purge List

X. Informational Items and Adjournment

A. [Curriculum Log](#)

B. [Curriculum Handbook](#)

C. GER Memo (pg. 612-619)

Undergraduate Academic Board Summary

March 30, 2007
ROOM CHANGE: ADM 143
2:00 – 5:00 pm

I. Roll

(X) Barbara Brown	() Gerry Busch	(X) Len Smiley
(X) Ben Curtis	() Grant Baker	() Roy Poole
() Brad Bradshaw	(X) Hilary Davies	(X) Stephen Gillon
(X) Caedmon Liburd	(X) Hilary Seitz	() USUAA Vacant
() Catherine Sullivan	(X) Jack Pauli	(X) Toni Croft
(X) Cheryl Smith	() Kevin Keating	() FS Vacant

II. Approval of the Agenda (pg. 1-4) Approved

III. Approval of Meeting Summary for March 16, 2007 (pg. 5-8)

IV. Administrative Report

Bachelor of Science and Engagements
Went through
CAD and
Talk to Tom to get details.

V. Chair's Report

A. GER Chairs Report- Ben Curtis

THR tabled
Discussed with Tom Miller a memo that we are sending regarding GERs and
discussed summer capstone mini grants

VI. Program/Course Action Request – Second Reading

A. CAS

Chg THR A111 Introduction to Theatre (3 cr) (3+0) (pg. 9-13)
Tabled/ Initiator did not attend GERC

Chg THR A311 Representative Plays I (3 cr) (3+0) (pg. 14-18)
Tabled/ Initiator did not attend GERC

Chg THR A312 Representative Plays II (3 cr) (3+0) (pg. 19-23)
Tabled/ Initiator did not attend GERC

Chg THR A411 History of the Theatre I (3 cr) (3+0) (pg. 24-28)
Tabled/ Initiator did not attend GERC

Chg THR A412 History of the Theatre II (3 cr) (3+0) (pg. 29-33)

Tabled/ Initiator did not attend GERC

B. CBPP

Chg CIS A330 Database Management Systems (3 cr) (3+0)
No revisions received

C. COE

Add EDSA A101 Program Management for School-Age Care (2 cr) (2+0)
(pg. 34-44)

Add EDSA A102 Positive Learning Environments in School-Age Care
(2 cr) (2+0) (pg. 45-55)

Add EDSA A202 School-Age Care Program Planning (2 cr) (2+0) (pg. 56-60)

Add EDSA A212 Program Development for School-Age Care (2 cr) (2+0)
(pg. 61-65)

Add EDSA A234 Administration and Supervision for School-Age Care
(2 cr) (2+0) (pg. 66-71)

Add EDSA A290 Special Topics in School-Age Care (1 cr) (1+0) (pg. 72-77)

Add EDSA A295A Practicum for School-Age Care (2 cr) (0+10) (pg. 78-83)

Add EDSA A295B Advanced Practicum for School-Age Care (1 cr) (1+5)
(pg. 84-88)

Approved all EDSA courses

Add Occupational Certificate in School-Age Care: Practitioner
(pg. 89-113)

Approved

Add Occupational Certificate in School-Age Care: Administration
(pg. 114-135)

Approved

VII. Program/Course Action Request – First Reading

Add THR A104 Storytelling and Dramatic Interpretation (3 cr) (3+0) (pg. 136-143)
Remanded to the GERC

Chg ART A295 Internship-Digital/ Exhibition Environments (1-3 cr) (0+3-9) (pg. 144-148)
Tabled/ no audio conferencing services

Chg Associate of Applied Science, Digital Art (pg. 149-156)
Tabled/ no audio conferencing services

Chg AAS Aviation Administration (pg. 157-162)
Tabled/ initiator did not attend

Chg CHEM A331 Physical Chemistry (3 cr) (3+0) (pg. 163-168)

Approved

Chg CHEM A332 Physical Chemistry II (3 cr) (3+0) (pg. 169-174)

Approved

Add CHEM A333L Physical Chemistry Lab (2 cr) (0+3) (pg. 175-181)

Approved

Chg CHEM A441 Principles of Biochemistry I (3 cr) (3+0) (pg. 182-189)

Remanded to GERC

Chg Bachelor of Science Chemistry (pg. 190-207)

Approved

Chg NURS A127 LPN to AAS Nursing Bridge (1 cr) (0.7+1) (pg. 208-216)

Approved

Add MATH A423 Advanced Engineering Mathematics (3 cr) (3+0) (pg. 217-222)

Approved

Chg MATH A426 Numerical Methods (3 cr) (3+0) (pg. 223-230)

Approved

Chg BA in Mathematics (pg. 231-233)

Approved

Chg BS in Mathematics (pg. 234-236)

Approved

Chg MEDT A303 Advanced Clinical Microbiology (6 cr) (3+6) (pg. 237-243)

Approved

Chg MEDT A401 Introduction to Research (2 cr) (2+0) (pg. 244-249)

Approved

Chg Bachelor of Science in Medical Technology (pg. 250-259)

Approved

Chg BA A131 Personal Finance (3 cr) (3+0) (pg. 260-263)

Approved

Chg BA A151 Introduction to Business (3 cr) (3+0) (pg. 264-271)

Remanded to GERC

Chg BA A306 Real Estate Principles (3 cr) (3+0) (pg. 272-275)

Approved

Add BA A315 Property Management and Marketing (3 cr) (3+0) (pg. 276-279)

Approved

Add BA A320 Real Estate Finance (3 cr) (3+0) (pg. 280-283)

Approved

Chg BA A325 Corporate Finance (3 cr) (3+0) (pg. 284-287)

Approved

Chg Approved	BA	A380	Investment Management (3 cr) (3+0) (pg. 288-291)
Chg Approved	BA	A385	Advanced Corporate Finance (3 cr) (3+0) (pg. 292-295)
Chg Approved	BA	A395	Property Management Internship (3 cr) (0+3) (pg. 296-299)
Add Approved	BA	A431	Real Estate Appraisal (3 cr) (3+0) (pg. 300-303)
Add Approved	BA	A432	Real Estate Law (3 cr) (3+0) (pg. 304-307)
Add Approved	BA	A451	Security Analysis and Portfolio Theory (3 cr) (3+0) (pg. 308-311)
Add Approved	BA	A452	Financial Derivatives (3 cr) (3+0) (pg. 312-315)
Add Approved	BA	A453	Bond Market Analysis (3 cr) (3+0) (pg. 316-319)
Chg Approved			BBA in Finance (pg. 320-326)
Add Approved			Minor in Real Estate (pg. 327-330)
Chg Approved	HNRS	A191	Freshman Honors Tutorial (1 cr) (1+0) (pg. 331-335)
Chg Approved	HNRS	A192	Honors Seminar: Enduring Books (3 cr) (3+0) (pg. 336-339)
Chg Approved	HNRS	A291	Sophomore Honors Tutorial (1 cr) (1+0) (pg. 340-343)
Chg Approved	HNRS	A292	Honors Seminar in Social Sciences (3 cr) (3+0) (pg. 344-348)
Add	HNRS	A298S	Scholarship Module (1-3) (1-3+0) (pg. 349-352)
Add	HNRS	A298R	Research Module (1-3) (1-3+0) (pg. 353-355)
Add	HNRS	A309	Interdisciplinary Team-Based Research Methods (3 cr) (3+0) (pg. 356-361)
Chg Approved	HNRS	A310	Community Service: Theory and Practice (3 cr) (1+6) (pg. 362-367)
Chg Approved	HNRS	A391	Junior Honors Tutorial (1 cr) (1+0) (pg. 368-371)
Chg	HNRS	A392	Honors Thesis Seminar (1 cr) (1+0) (pg. 372-375)

Approved

Add HNRS A398S Scholarship Modules (1-3) (1-3+0) (pg. 376-378)

Add HNRS A398R Research Module (1-3) (1-3+0) (pg. 379-382)

Chg HNRS A490 Senior Honors Seminar (6 cr) (6+0) (pg. 383-389)

Remanded to GERC

Add HNRS A498S Scholarship Modules (1-3) (1-3+0) (pg. 390-392)

Add HNRS A498R Research Module (1-3) (1-3+0) (pg. 393-396)

Chg HNRS A499 Honors Thesis (3 cr) (0+6) (pg. 397-399)

Approved

Add Undergraduate Research and Scholarship Modules (pg. 400-417)

Chg University Honors College (pg. 418-436)

Add Natural and Complex Systems Program in the University Honors College
(pg. 437-445)

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment

A. [Curriculum Log](#)

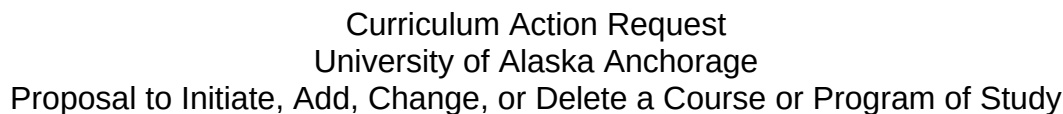
B. [Curriculum Handbook](#)

C. Purge List is now available online <http://www.uaa.alaska.edu/governance/>

D. Sent to Curriculum Office

NS A494 Introduction to Forensic Nursing

BA A494 Study Abroad: International Business Perspectives in East Asia



____ Initiator (faculty only) _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Department Chairperson _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Curriculum Committee Chairperson _____ Date _____

12 Date

Course Content Guide
University of Alaska Anchorage
THR A104
Storytelling and Dramatic Interpretation

I. Date of Initiation: Fall 2007

II. Course Information:

- A. College or School: College of Arts and Sciences
- B. Course Subject: THR
- C. Course Number: THR A104
- D. Number of Credits: 3.0 (3+0)
- E. Course Title: Storytelling and Dramatic Interpretation
- F. Grading Basis: A-F
- G. Course Description: A survey of various types of dramatic presentation including storytelling, reader's theatre and monolog preparation. Projects introduce acting techniques which may be applied to dramatic performances while building fundamental oral communication skills.
- H. Course Prerequisites: None
- I. Restrictions: None
- J. Course Attributes: UAA GER Oral Communication Requirement
- K. Fees: None

III. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

- 1. Present successful methods of preparing, organizing and performing oral communication projects for public viewing
- 2. Lecture and discuss the theory behind effective dramatic presentation
- 3. Acquaint students with the fundamentals of dramatic communication as used in storytelling, personal narratives, reader's theatre and improvisational acting
- 4. Explain the dynamic nature of the communication process
- 5. Implement effective and appropriate communication skills, including the ability to:
 - develop, organize, present, and critically evaluate messages;
 - analyze audiences; and
 - adapt to a variety of communication settings

B. Student Outcomes. The students will be able to:

- 1. Organize and present an expressive dramatic narrative
- 2. Discuss the theory and practice of improvisational performance
- 3. Critically evaluate the performances of others
- 4. Perform dramatic projects including but not limited to storytelling, reader's theatre, monologs and personal narratives
- 5. Communicate effectively in a variety of contexts and formats

6. Locate and use relevant information to make appropriate personal and professional decisions

IV. Guidelines for evaluation

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but will not be limited to, tests covering the material presented in the course, creative writing projects and oral presentations. The letter grade will be based on how well the student masters the subject material and demonstrates effective communication skills.

- V. Course level justification:** This is an introductory course in dramatic interpretation. Students will be introduced to a wide variety of performance projects designed to build confidence while improving general performance skills. Its intent is to motivate beginning students to improve their communication through various acting techniques.

VI. Topical course outline:

1. Readers Theatre
 - 1.1 Techniques for cold reading
 - 1.2 Script analysis
 - 1.3 Performance techniques
 - 1.4 Oral interpretation of dramatic works
2. Storytelling
 - 2.1 The improvisational narrative
 - 2.2 Drawing from other literary sources
 - 2.3 The structure of the oral presentation
 - 2.4 Refining the presentation
3. The monolog
 - 3.1 First person narrative based on personal experience
 - 3.2 Editing rehearsing and performing an existing dramatic monolog
 - 3.3 Critically evaluating the work of others
4. Projects Using Alaskan Native Folk Tales
 - 4.1 Exploring local resources
 - 4.2 Guests and demonstration
 - 4.2 Storytelling and the preservation of culture
5. Support for presentation
 - 4.1 The use of visual aids to enhance audience comprehension
 - 4.2 Dressing the part: How costume contributes to the dramatic event
 - 4.3 Encouraging and controlling audience participation

VII. Suggested texts:

Lipman, Doug. *Improving Your Storytelling (American Storytelling)* Little Rock, AR: August House, 1999.

Ross, Jeanette. *Telling Our Tales: Stories and Storytelling for All Ages*. Boston, MA: Skinner House Books, 2002.

VII. Bibliography

Bosworth, Halliam and Hinsdell, Oliver. *Technique in Dramatic Art*. Kila, MT: Kessinger Publishing, 2004.

Cohen, Robert. *Acting One*. New York: McGraw-Hill, 2001.

Davis, Donald. *Telling Your Own Stories*. Little Rock, AR: August House, 1993.

Ellis, Roger. *Audition Monologs for Student Actors 2: Selections from Contemporary Plays*. Colorado Springs, CO: Meriwether Publishing, 2001.

Kattwinkel, Susan, ed. *Audience Participation: Essays on Inclusion in Performance*. Oxford, GB: Praeger Publishers, 2003.

Levy, Gavin. *112 Acting Games: A Comprehensive Workbook of Theatre Games for Developing Acting Skills*. Colorado Springs, CO: Meriwether Publishing, 2005.

Lewis, Todd V. *Communicating Literature: An Introduction to Oral Interpretation*. Dubuque: Kendall/Hunt Publishing Company, 2004.

McGraw-Hill. *Getting Started in Oral Interpretation*. New York: Glencoe/McGraw-Hill, 2001.

Pfeffinger, Charla R. *Character Counts! Readers Theatre for Character Education*. Portsmouth, NH: Teacher Ideas Press, 2003.

Ratliff, Gerald Lee, ed. *Millennium Monologs: 95 Contemporary Characterizations for Young Actors*. Colorado Springs, CO: Meriwether Publishing, 2002.

Simmons, Annette. *The Story Factor: Inspiration, Influence, and Persuasion Through the Art of Storytelling*. Jackson, TN : Perseus Books Group, 2002.

Sloyer, Shirlee. *From the Page to the Stage: The Educator's Complete Guide to Reader's Theater*. Portsmouth, NH: Teacher Ideas Press, 2003.

From	DAVID EDGECOMBE <afdpe@uaa.alaska.edu>
Sent	Wednesday, January 31, 2007 10:49 am
To	afdjp@uaa.alaska.edu
Cc	
Bcc	
Subject	Course Proposal
Attachments	Dramatic Interp CCG NewMS.doc 33K

Dr. Doug Parry
Chair, UAA Communication Department

Dear Doug,

You may have heard of our department's newest course proposal. I am attaching a CCG to this E-mail for your consideration. Recently the Dean of CAS and the Chancellor encouraged us to develop an acting/improvisation/storytelling course which could fulfill the GER Oral Communication Requirement. I worked with several of our faculty members to design a course which would complete a GER Requirement while serving as a performance introduction for our entering majors. The result was "Storytelling and Dramatic Interpretation." I worked hard not to overlap with your existing courses. I would appreciate your feedback and support. We hope to present this course to Course and Curriculum in February. Please feel free to contact me if you have any questions. I believe the Dean Liskka would be available for comment. He has studied the attached CCG.

Respectfully yours,

David Edgecombe, Ph.D.

Professor

UAA Department of Theatre and Dance

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: THR A104 Storytelling and Dramatic Interpretation

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Robin Hanson

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. Submitted Bibliography from CCG to Library Liason.

- 2.

- 3.

Initiator signature

Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A104

Previous Prefix and Number:

Complete Course/Program Title: Storytelling and Dramatic Interpretation

Previous Course/Program Title:

Description of Action: New Course to fulfill GER in Oral Communication, notification of Faculty List Serve and Communication Department.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College UAA CAS

2. Program/Course Story Telling and Dramatic Interpretation

3. Course Prefix THR

4. Course Number A104

5. Implementation Date Fall 2007

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☒ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: The pilot course will be offered in Spring of 2008 taught by reassignment of full-time faculty.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

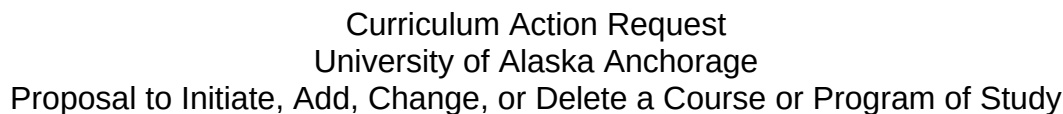
Date

_____ Approved

_____ Disapproved

Provost

Date



_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

Course Content Guide
University of Alaska Anchorage
THR A111
Introduction to the Theatre

I. Date of Initiation: Fall, 2007

II. Course Information:

A. College or School: CAS

B. Course Subject: THR

C. Course Number: THR A111

D. Number of Credits: 3.0 (3+0)

E. Course Title: Introduction to the Theatre

F. Grading Basis: A-F

G. Course Description:

Survey of theatre with focus on artists who contribute to theatrical production viewed within the context of historical styles and development.

H. Course Prerequisites: None

I. Restrictions: None

J. Fees: None

III. Instructional Goals and Student Outcomes:

A. Instructional Goals. The Instructor will:

- 1) Present briefly the history of theatre and theatre artists.
- 2) Discuss and define each area of theatre including writing, performing, designing and directing.
- 3) Present several representative works of theatre and discuss their structure, history, style and critical responses both in terms of its historical context and current theatre attitudes.
- 4) Identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
- 5) Interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.

B. Student Outcomes. The students will be able to:

- 1) Identify each of the major areas of theatre artists and explain each of their roles in theatre.

- 2) Identify major works of theatre including their structure, history, style and discuss the critical responses to the works. both currently and in their historical context.
- 3) Demonstrate their ability to interpret the meaning and intent of plays by writing their own critical responses to current works of theatre.
- 4) Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
- 5) Relate knowledge to the historical context in which it developed and the human problems it addresses.

IV. Course Evaluation

Students will be evaluated based on exams that cover the course work and written evaluations of live theatre productions. Students experience theatre by working on an aspect of theatre through a creative project.

V. Course Level Justification

This course is an introduction and requires no prior theatre knowledge.

VI. Topical Course Outline

1. Outline of the basic areas of theatre
2. Definition of theatre
3. Aristotle's components of a play
4. Structure of a play
5. Play genres and styles
6. Historical development of the design areas of theatre
7. Functions of each of the design areas including scenery, costumes, lights and sound
8. Development of different styles of acting through history and the training of actors
9. History of the discipline of directing
10. Non-western theatre and theatre artists
11. Modern directions in the theatre
12. Multi-cultural artists in the theatre and their contributions
13. Basic history and differences in theatre in the United States and other countries around the world.
14. Outline and structure for written evaluations of theatre performances

VII. Suggested Text

Cohen, Robert. *Theatre, Brief Version*. New York : McGraw-Hill, 2002.

VIII. Bibliography

Bigsby, Christopher. *Contemporary American Playwrights*. Cambridge University Press, 2000.

Brockett, Oscar. *The History of Theatre*. Boston: Allyn & Bacon, 2007.

Brook, Peter. *The Empty Space: A Book About the Theatre: Deadly, Holy, Rough, Immediate*. New York: Touchstone (reprint edition), 1996.

Gillette, Michael J. *Designing With Light*. New York: McGraw-Hill, 2002.

Gillette, Michael J. *Theatrical Design and Production: An Introduction to Scene Design, and Construction, Lighting, Sound, Costume and Makeup*. New York: McGraw-Hill, 2004.

Scott, A.C. *The Kabuki Theatre of Japan*. New York: Dover Publications, 1999.

Shakespeare, William. *The Riverside Shakespeare: The Complete Works*. Boston: Houghton Mifflin, 1997.

Shauk, Theodore. *Beyond the Boundaries: American Alternative Theatre*. University of Michigan Press, 2000.

Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A111

Previous Prefix and Number:

Complete Course/Program Title: Introduction to the Theatre

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

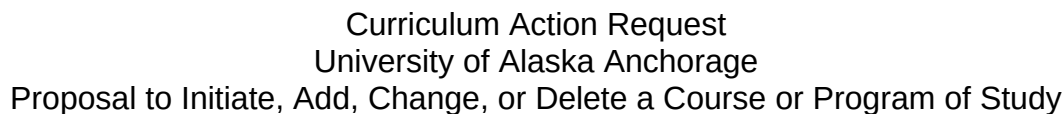
Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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3211 Providence Drive
Anchorage, AK 99508

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Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____
____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

Course Content Guide
University of Alaska Anchorage
THR A311
Representative Plays I

I. Date of Initiation: Spring 2007

II. Course Information:

- A. College or School: College of Arts and Sciences
- B. Course Subject: THR
- C. Course Number: THR A311
- D. Number of Credits: 3.0 (3+0)
- E. Course Title: Representative Plays I
- F. Grading Basis: A-F
- G. Course Description: A survey course of dramatic literature from Greek drama to 1800. Emphasis is placed upon the playwrights' work and relationship to the production of these plays in their own time and in today's theatre.
- H. Course Prerequisites: ENGL A111
- I. Course Attributes: UAA GER Fine Arts Requirement, UAA GER Humanities Requirement
- J. Restrictions: None
- K. Fees: None

III. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

- Inform students about the lives of major playwrights of western and eastern theatre.
- Improve the students' ability to analyze theme and symbol as seen in representative examples of dramatic literature.
- Critically discuss dramatic literature from the ancient Greeks to 1800.
- Teach students the general historical context of the play and playwright.

B. Student Outcomes. The students will be able to:

- Identify and discuss the specific work's historical and social context.
- Interpret the purpose and intent of theatre and allied art forms within the larger social context.
- Critically discuss the stylistic and cultural importance of dramatic literature from the theatre of the ancient Greeks through 1800.
- Communicate effectively in a variety of contexts and formats.
- Relate knowledge to the historical context in which it developed and the human problems it addresses.
- Interpret different systems of aesthetic representation and comprehend their historical and cultural contexts.

IV. Guidelines for Evaluation

Evaluation will include, but will not be limited to, tests and quizzes covering the material found in the course, a research paper, and critiques of contemporary performances. The letter grade will be based on how well the student masters the subject material.

V. Course Level Justification

Students entering this course should have a background in writing and the analysis of literature. In addition the student should have a general knowledge of history and civilization. The course studies the art of dramatic literature in its social and historical contexts.

VI. Topical Course Outline:

- 1.0 Historical and Cultural Perspectives
 - 1.1 Overview
 - 1.2 Review of major artistic trends
 - 1.3 Comparative study of other literature to drama
- 2.0 Biography of the Playwright
 - 2.1 Early life and education
 - 2.2 Early works
 - 2.3 Influential peers
 - 2.4 General themes and philosophies
 - 2.5 Review of principal plays
 - 2.6 Perspectives on creation of selected plays
- 3.0 Study of Selected Play
 - 3.1 Theme
 - 3.2 Plot
 - 3.3 Characters
 - 3.4 Relevance to contemporary issues
 - 3.5 Production possibilities
 - 3.6 Value judgment on quality of work
- 4.0 Selection of plays from each representative period
 - 4.1 Ancient Greece and Rome
 - 4.2 Medieval Europe
 - 4.3 Italian Renaissance
 - 4.4 Elizabethan England
 - 4.5 Spanish Renaissance
 - 4.6 French Neoclassicism
 - 4.7 Nonwestern literature

- 5.0 Compare and contrast representative works from several periods of study.

VII. Suggested texts

Allison, Alexander W. ed. *Masterpieces of the Drama*. 7th ed. New York: Macmillan, 2006.

Wells, Stanley, ed. *The Oxford Shakespeare: The Complete Works by William Shakespeare*. New York: Oxford University Press, 2005.

VIII. Bibliography

Banham, Martin, ed. *The Cambridge Guide to the Theatre*. Cambridge, GB: The Cambridge Press, 1995.

Brockett, Oscar G. *History of the Theatre*. 10th ed. Boston: Allyn & Bacon, 2005.

Chambers, Colin, ed. *Continuum Companion to 20th Century Theatre*. Leicester, GB: Continuum International Publishing, 2001.

Gwynn, R. S. *Drama: A Pocket Edition*. 2nd ed. New York: Longman Press, 2002.

Jacobus, Lee A. *Bedford Introduction to Drama*. 5th ed. Boston, MA: Bedford Books, 2005.

Encyclopedia of World Drama. New York: McGraw Hill, 1998.

Oxford Companion to the Theatre. 5th ed. London: Oxford University Press, 2003.

Wise, Jennifer, ed. *The Broadview Anthology of Drama, Concise Edition: Plays from the Western Theatre*. Petersborough, ON: Broadview Press, 2005.

Worthen, W. B., ed. *The HBJ Anthology of Drama*. New York: Harcourt Brace Janvonovich, 2004.

Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A311

Previous Prefix and Number:

Complete Course/Program Title: Representative Plays I

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

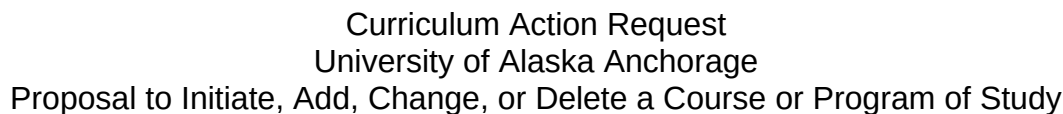
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_____ Approved _____ Disapproved: _____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

Course Content Guide
University of Alaska Anchorage
THR A312
Representative Plays II

- I. Date of Initiation: Spring 2007
- II. Course Information:
- A. College or School: College of Arts and Sciences
 - B. Course Subject: THR
 - C. Course Number: THR A312
 - D. Number of Credits: 3.0 (3+0)
 - E. Course Title: Representative Plays II
 - F. Grading Basis: A-F
 - G. Course Description: A survey of dramatic literature from 1800 to the present. Emphasis is placed upon the playwright's work and relationship to the production of these plays in their own time and in today's theatre.
 - H. Course Prerequisites: ENG A111
 - I. Course Attributes: UAA GER Fine Arts Requirement, UAA GER Humanities Requirement
 - J. Restrictions: None
 - K. Fees: None

III. Instructional Goals and Student Outcomes

- A. Instructional Goals.** The instructor will:
- Inform students about the lives of major playwrights of western and eastern theatre.
 - Improve the students' ability to analyze theme and symbol as seen in representative examples of dramatic literature.
 - Critically discuss dramatic literature from 1800 through contemporary times.
 - Teach students the general historical context of the play and playwright.
- B. Student Outcomes.** The students will be able to:
- Identify and discuss the specific work's historical and social context.
 - Interpret the purpose and intent of theatre and allied art forms within the larger social context.
 - Critically discuss the stylistic and cultural importance of dramatic literature from the theatre of 1800 through contemporary times.
 - Communicate effectively in a variety of contexts and formats.
 - Relate knowledge to the historical context in which it developed and the human problems it addresses.
 - Interpret different systems of aesthetic representation and comprehend their historical and cultural contexts.

IV. Guidelines for Evaluation

Evaluation will include, but will not be limited to, tests and quizzes covering the material found in the course, a research paper, and critiques of contemporary performances. The letter grade will be based on how well the student masters the subject material.

V. Course Level Justification

Students entering this course should have a background in writing and the analysis of literature. In addition the student should have a general knowledge of history and civilization. The course studies the art dramatic literature in its social and historical contexts.

VI. Topical Course Outline:

- 1.0 Historical and Cultural Perspectives
 - 1.1 Overview
 - 1.2 Review of major artistic trends
 - 1.3 Comparative study of other literature to drama
- 2.0 Biography of the Playwright
 - 2.1 Early life and education
 - 2.2 Early works
 - 2.3 Influential peers
 - 2.4 General themes and philosophies
 - 2.5 Review of principal plays
 - 2.6 Perspectives on creation of selected plays
- 3.0 Study of Selected Play
 - 3.1 Theme
 - 3.2 Plot
 - 3.3 Characters
 - 3.4 Relevance to contemporary issues
 - 3.5 Production possibilities
 - 3.6 Value judgment on quality of work
- 4.0 Selection of plays from each representative period
 - 4.1 Restoration Drama
 - 4.2 18th Century Drama
 - 4.3 19th Century Drama
 - 4.4 Rise of realism: The Europeans
 - 4.5 Modern American Drama
 - 4.6 Contemporary World Drama

VII. Suggested texts

Allison, Alexander W. ed. *Masterpieces of the Drama*. 6th ed. New York: Macmillan, 1990.
Clurman, Harold. *Nine Plays of the Modern Theatre*. New York: Grove Weidenfeld, 1991.

VIII. Bibliography

Banham, Martin, ed. *The Cambridge Guide to the Theatre*. Cambridge, GB: The Cambridge Press, 1995.

Brockett, Oscar G. *History of the Theatre*. 10th ed. Boston: Allyn & Bacon, 2005.

Chambers, Colin, ed. *Continuum Companion to 20th Century Theatre*. Leicester, GB: Continuum International Publishing, 2001.

Gwynn, R. S. *Drama: A Pocket Edition*. 2nd ed. New York: Longman Press, 2002.

Jacobus, Lee A. *Bedford Introduction to Drama*. 5th ed. Boston, MA: Bedford Books, 2005.

Encyclopedia of World Drama. New York: McGraw Hill, 1998.

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Worthen, W. B., ed. *The HBJ Anthology of Drama*. New York: Harcourt Brace Janvonovich, 2004.

Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A312

Previous Prefix and Number:

Complete Course/Program Title: Representative Plays II

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AFAR Division of Fine Arts		1c. Department Theatre and Dance	
2. Course Prefix THR	3. Course Number A 411	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title History of the Theatre I Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis ☒ A-F ☐ P/NP ☐ NG 11. Implementation Date semester/year From: Fall/2007 To: /9999 12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course BA in Theatre					
14. Coordinate with Affected Units: UAA List Serve Department, School, or College _____ Initiator Signature Date					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☒ Humanities ☒ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Study of theatre history from Ancient Greece to 1800. The history and the influence of different cultures, traditions and technology on the development of the theatre as a social institution.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Junior or Senior standing and the completion of GER Tier I Written Communication Requirements.			
18. ☐ Mark if course has fees					
19. Justification for Action Update Course Content Guide for GERs. Edited Course description.					

Initiator (faculty only) Date

Approved

Disapproved: _____
Department Chairperson Date

Approved

Disapproved: _____
Curriculum Committee Chairperson Date

Approved

Disapproved: _____
Dean/Director of School/College Date

Approved

Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved

Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
THR A411
History of the Theatre I

I. Date of Initiation: Spring 2007

II. Course Information:

- A. College or School: College of Arts and Sciences
- B. Course Subject: THR
- C. Course Number: THR A411
- D. Number of Credits: 3.0 (3+0)
- E. Course Title: History of the Theatre I
- F. Grading Basis: A-F
- G. Course Description: Study of theatre history from Ancient Greece through 1800. The history and the influence of different cultures, traditions and technology on the development of the theatre as a social institution.
- H. Course Prerequisites: None
- I. Restrictions: Junior or senior standing and completion of written communication general college requirements.
- J. Course Attributes: UAA GER Fine Arts Requirement UAA GER Humanities Requirement.
- K. Fees: None

III. **Instructional Goals and Student Outcomes**

A. **Instructional Goals.** The instructor will:

- Teach students world history as it relates to the development of theatre.
- Present the major theatrical movements of both western and eastern theatre.
- Inform students about the lives of the major playwrights, directors and performers from each theatrical period.
- Encourage the development of critical thinking when viewing contemporary productions.

B. **Student Outcomes.** The students will be able to:

- Present detailed information about the historical context of theatre from the ancient Greeks through 1800.
- Evaluate stylistic and cultural factors which influenced the development of theatre across periods.
- Write and revise papers which analyze the cultural and social influences on theatre history and allied art forms.
- Critically discuss the historical context of theatre and evaluate artistic problems of contemporary stage productions of period plays.
- Communicate effectively in a variety of contexts and formats.
- Relate knowledge to the historical context in which it developed and the human problems it addresses.

- Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

IV. Guidelines for Evaluation

Evaluation will include, but will not be limited to, tests and quizzes covering the material found in the course, a research paper, and critiques of contemporary performances. The letter grade will be based on how well the student masters the subject material.

V. Course Level Justification

Students entering this course should have a background in writing and the analysis of literature. In addition the student should have a general knowledge of history and civilization. The course studies the art of the theatre in its social and historical contexts.

VI. Topical Course Outline:

- 1.0 Review of the historical context of each period of study
 - 1.1 Overview of selected periods
 - 1.2 Social context
 - 1.3 Political context
 - 1.4 Economic context
- 2.0 Survey of the important artistic movements as they relate to Theatre History
 - 2.1 Visual arts
 - 2.2 Literature
 - 2.3 Music
 - 2.4 Fashion
- 3.0 Comparative studies in theatre.
 - 4.1 Review of historical and social perspectives
 - 4.2 Comparison of theatrical movements from selected periods
 - 4.3 Seeing and reviewing local productions from these periods
- 4.0 Review of principal plays, playwrights, theatre artists, performers and trends from each major period.
 - 3.1 Origins of the Theatre
 - 3.2 Ancient Greece and Rome
 - 3.3 Medieval Europe
 - 3.4 Italian Renaissance
 - 3.5 Elizabethan England
 - 3.6 Spanish Renaissance
 - 3.7 French Neo-Classicism
 - 3.8 Oriental Theatre Traditions

VII. Suggested texts

Brockett, Oscar G. *History of the Theatre*. 10th ed. Boston: Allyn & Bacon, 2005.

Wilson, Edwin. *Living Theatre: A History*. 4th ed. New York: McGraw Hill, 2004.

VIII. Bibliography

Banham, Martin, ed. *The Cambridge Guide to the Theatre*. Cambridge, GB: The Cambridge Press, 1995.

Brockett, Oscar G. *History of the Theatre*. 10th ed. Boston: Allyn & Bacon, 2005.

Chambers, Colin, ed. *Continuum Companion to 20th Century Theatre*. Leicester, GB: Continuum International Publishing, 2001.

Encyclopedia of World Drama. New York: McGraw Hill, 1998.

Gwynn, R. S. *Drama: A Pocket Edition*. 2nd ed. New York: Longman Press, 2002.

Hartnoll, Phyllis. *The Concise Oxford Companion to the Theatre*. New Edition. New York: Oxford University Press, 1993.

Jacobus, Lee A. *Bedford Introduction to Drama*. 5th ed. Boston, MA: Bedford Books, 2005.

Klaus, Carl H. *The Stages of Drama: Classic to Contemporary*. 4th ed. New York: St. Martin=s Press, 2000.

Oxford Companion to the Theatre. 5th ed. London: Oxford University Press, 2003.

Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A411

Previous Prefix and Number:

Complete Course/Program Title: History of the Theatre I

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

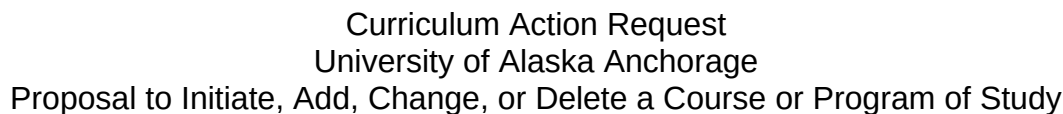
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Initiator (faculty only)		Date
☐ Approved ☐ Disapproved: _____		
Department Chairperson		Date
☐ Approved ☐ Disapproved: _____		
Curriculum Committee Chairperson		Date

40 Date

Course Content Guide
University of Alaska Anchorage
THR A412
History of the Theatre II

- I. Date of Initiation: Spring 2007
- II. Course Information:
- A. College or School: College of Arts and Sciences
 - B. Course Subject: THR
 - C. Course Number: THR A412
 - D. Number of Credits: 3.0 (3+0)
 - E. Course Title: History of the Theatre II
 - F. Grading Basis: A-F
 - G. Course Description: Continuation of THR A411. Theatre history from 1800 to modern.
 - H. Course Prerequisites: None
 - I. Restrictions: Junior or senior standing and completion of written communication general college requirements.
 - J. Course Attributes: UAA GER Fine Arts Requirement UAA GER Humanities Requirement.
 - K. Fees: None
- III. **Instructional Goals and Student Outcomes**
- A. **Instructional Goals.** The instructor will:
- Teach students world history as it relates to the development of theatre.
 - Present the major theatrical movements of both western and eastern theatre.
 - Inform students about the lives of the major playwrights, directors and performers from each theatrical period.
 - Encourage the development of critical thinking when viewing contemporary productions.
- B. **Student Outcomes.** The students will be able to:
- Present detailed information about the historical context of theatre from 1800 through contemporary times.
 - Evaluate stylistic and cultural factors which influenced the development of theatre across periods.
 - Write and revise papers which analyze the cultural and social influences on theatre history and allied art forms.
 - Critically discuss the historical context of theatre and evaluate artistic problems of contemporary stage productions of period plays.
 - Communicate effectively in a variety of contexts and formats.
 - Relate knowledge to the historical context in which it developed and the human problems it addresses.

IV. Guidelines for Evaluation

Evaluation will include, but will not be limited to, tests and quizzes covering the material found in the course, a research paper, and critiques of contemporary performances. The letter grade will be based on how well the student masters the subject material.

V. Course Level Justification

Students entering this course should have a background in writing and the analysis of literature. In addition the student should have a general knowledge of history and civilization. The course studies the art of theatre in its social and historical contexts.

VI. Topical Course Outline:

- 1.0 Review of the historical context of each period of study
 - 1.1 Overview of selected periods
 - 1.2 Social context
 - 1.3 Political context
 - 1.4 Economic context
- 2.0 Survey of the important artistic movements as they relate to Theatre History
 - 2.1 Visual arts
 - 2.2 Literature
 - 2.3 Music
 - 2.4 Fashion
- 3.0 Comparative studies in theatre.
 - 4.1 Review of historical and social perspectives
 - 4.2 Comparison of theatrical movements from selected periods
 - 4.3 Seeing and reviewing local productions from these periods
- 4.0 Review of Principal plays, playwrights, theatre artists, performers and trends from each major period.
 - 3.1 Restoration Theatre
 - 3.2 18th Century Performing Arts
 - 3.3 19th Century European Theatre
 - 3.4 Early American Theatre
 - 3.5 Late 19th Century and the rise of realism
 - 3.6 Russian Theatre of the late 19th Century
 - 3.7 History of the American Musical
 - 3.8 American Minority Theatre
 - 3.9 Contemporary Theatre

VII. Suggested texts

Brockett, Oscar G. *History of the Theatre*. 10th ed. Boston: Allyn & Bacon, 2005.

Wilson, Edwin. *Living Theatre: A History*. 4th ed.. New York: McGraw Hill, 2004

VIII. Bibliography

Banham, Martin, ed. *The Cambridge Guide to the Theatre*. Cambridge, GB: The Cambridge Press, 1995.

Chambers, Colin, ed. *Continuum Companion to 20th Century Theatre*. Leicester, GB: Continuum International Publishing, 2005

Encyclopedia of World Drama. New York: McGraw Hill, 1998.

Gwynn, R. S. *Drama: A Pocket Edition*. 2nd ed. New York: Longman Press, 2002.

Hartnoll, Phyllis. *The Concise Oxford Companion to the Theatre*. New Edition. New York: Oxford University Press, 1993.

Jacobus, Lee A. *Bedford Introduction to Drama*. 5th ed. Boston, MA: Bedford Books, 2005.

Klaus, Carl H. *The Stages of Drama: Classic to Contemporary*. 4th ed. New York: St. Martin=s Press, 2000.

Oxford Companion to the Theatre. 5th ed. London: Oxford University Press, 2003.

Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A412

Previous Prefix and Number:

Complete Course/Program Title: History of the Theatre II

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

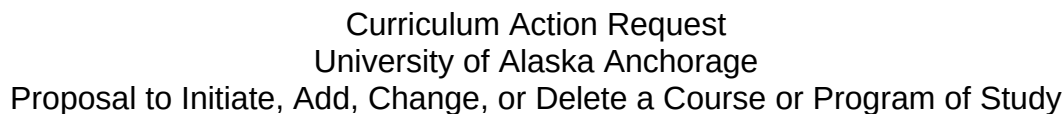
Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



____ Initiator (faculty only) _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Department Chairperson _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Curriculum Committee Chairperson _____ Date _____

45 Date

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences

I. Date of Initiation: November 1, 2006

II. Course information:

- A. College: College of Arts and Sciences
- B. Course Subject/Number: CHEM A331
- C. 3.0 Credits 3+0 Contact Hours
- D. Course Title: Physical Chemistry I
- E. Grading Basis: A – F
- F. Course Description: A quantitative study of principles of thermodynamics, kinetic molecular theory of gases, and chemical kinetics. Applications to solutions, phase equilibria, chemical reactions and transport properties. A brief introduction to quantum mechanics and spectroscopy. Special note: MATH A302 is strongly recommended.
- G. Prerequisites: CHEM A106/L, MATH A202, and PHYS A212/L, all with a minimum grade of C.

III. Instructional Goals and Defined Outcomes

A. Instructional Goals. Instructor will:

- 1) Present principles of thermodynamics with application to gases, solution, and phase equilibria.
- 2) Introduce molecular kinetic theory and transport properties.
- 3) Introduce chemical kinetics.
- 4) Familiarize students with quantum mechanics and spectroscopy.

B. Student Outcomes / Assessment

Student Outcomes	Assessment Methods
The students will develop critical thinking skills for explanation and prediction of chemical/physical phenomena using thermodynamics and chemical kinetics.	Quizzes, Exams, Class Activities
The students will integrate mathematical skills and concepts learned in calculus classes with applications in physical chemistry.	Quizzes, Exams, Class Activities
The students will incorporate appropriate knowledge from sources such as textbooks and scientific literature into their problem solving strategies.	Quizzes, Exams
The students will apply the knowledge of kinetics to design methods for determination of reactions' mechanisms.	Quizzes, Exams

IV. Course Activities

- A. Lecture
- B. Assignments
- C. Critical Thinking Questions
- D. Quizzes
- E. Exams

V. Guidelines for Evaluation

The students will be evaluated based on their performance on quizzes, in-class exams and comprehensive final. The grades A – F will be assigned based on a curve that is deemed reasonable by the instructor.

VI. Course Level Justification

This course requires a background in the principles of chemistry, calculus and basic concepts in physics. It also requires a great deal of analytical thinking and attention to detail.

VII. Course Outline

- A. Principles of Thermodynamics: laws of thermodynamics, application to chemical and physical equilibria.
- B. Molecular Kinetic Theory: Maxwell-Boltzmann distribution, transport properties.
- C. Chemical Kinetics: order of the reactions, reversible reactions, mechanisms, applications.
- D. Introduction to Spectroscopy.

VIII. Suggested Text

Thomas Engel and Philip Reid. Physical Chemistry, Pearson Education, 2006.

IX. Bibliography

Thomas Engel and Philip Reid. Physical Chemistry, Pearson Education, 2006.

Peter Atkins and Julio de Paula. Physical Chemistry, 8th edition, W. H. Freeman and Company, New York, 2006.

Tinoco, Sauer, Wang, and Puglisi. Physical chemistry: Principles and Applications in Biological Sciences, 4th edition, Prentice Hall, 2002.

Silbey, Alberty, Bawendi. Physical Chemistry, 4th edition, Wiley & Sons, Inc, 2006.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Physical Chemistry I

Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

Please list any new library and information recommended to support proposal.

none

Initiator signature

Curriculum Coordination Form

Notification Date: November 1, 2006

Initiating unit: Chemistry, CAS

Affected unit(s): Chemistry Department, CAS; Chugiak/Eagle River Campus; Kenai Peninsula College; Kodiak College; Mat-Su College; Elmendorf Air Force Base; Fort Richardson Army Post

Course Prefix and Number: CHEM A331
CHEM A331

Previous Prefix and Number:

Complete Course/Program Title: Physical Chemistry I

Previous Course/Program Title: Physical Chemistry I

Description of Action: Mathematics requirements changed. MATH A202 is added as prerequisite instead of A302. MATH A302 prerequisite is changed from required to strongly recommended.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Resource Implication Form

1. School/College CAS

2. Program/Course Physical Chemistry I

3. Course Prefix CHEM

4. Course Number A331

5. Implementation Date FALL/2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Minor changes. No additional resources required.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date



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

1a. School or College CAS		1b. Division AMSC		1c. Department chemistry	
2. Course Prefix CHEM	3. Course Number A332	4. Previous Course Prefix & Number CHEM A332		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Physical Chemistry II Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☒ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other fees ☐ Course Number ☒ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☒ Corequisites ☐ Registration Restrictions			9. Repeat Status No Limit Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/ 2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. Coordinate with Affected Units: UAA list server, Physics and Mathematics Departments Department, School, or College _____ Initiator Signature Date					
14. List any programs or college requirements that require this course					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences					
16. Course Description Course Description: Principles of quantum mechanics with application to atomic and molecular structure and spectroscopy. Introduction to statistical mechanics. Special note: MATH A302 is strongly recommended.					
17a. Course Prerequisite(s) (list prefix and number) [CHEM A331 or PHYS A303]and MATH A314, all with a minimum grade of C.		17b. Test Score(s)		17c. Corequisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action The lab has been removed from lecture and added as a free standing course to allow better coordination of subject matter between the lectures and the labs and to allow for independent assessment of lecture and lab work. MATH A314 is added as prerequisite, MATH A302 prerequisite is changed to strongly recommended. MATH A314 is a necessary background for CHEM A332. MATH A302 provides a very beneficial background for this class, and therefore stated as strongly recommended. PHYS A303 prerequisite is added as an alternative to CHEM A331 prerequisite. This will allow enrollment of a broader range of students.					

Initiator (faculty only) Date

Approved
Disapproved: _____
Department Chairperson Date

Approved
Disapproved: _____
Curriculum Committee Chairperson Date

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

Approved
Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved
Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences

I. Date of Initiation: November 1, 2006

II. Course information:

- A. College: College of Arts and Sciences
- B. Course Subject/Number: CHEM A332
- C. 3.0 Credits 3+0 Contact Hours
- D. Course Title: Physical Chemistry II
- E. Grading Basis: A – F
- F. Course Description: Principles of quantum mechanics with application to atomic and molecular structure and spectroscopy. Introduction to statistical mechanics. Special note: MATH A302 is strongly recommended.
- G. Prerequisites: [CHEM A331 or PHYS A303] and MATH A314, all with a minimum grade of C.

III. Instructional Goals and Defined Outcomes

- A. Instructional Goals. Instructor will:
 - 1) Introduce principles of quantum mechanics.
 - 2) Introduce techniques appropriate for application of quantum mechanics to problems in atomic and molecular structure.
 - 3) Introduce principles of statistical mechanics.

B. Student Outcomes / Assessment

Student Outcomes	Assessment Methods
Students will develop working knowledge of principles of quantum mechanics	Quizzes, Exams
Students will develop skills for interpretation of atomic and molecular structure.	Quizzes, Exams
Students will apply the principles of spectroscopic techniques.	Quizzes, Exams
Students will solve basic problems in statistical mechanics.	Quizzes, Exams

IV. Course Activities

- A. Lecture
- B. Assignments
- C. Critical Thinking Questions
- D. Quizzes
- E. Exams

V. Guidelines for Evaluation

The students will be evaluated based on their performance on quizzes, in-class exams and comprehensive final. The grades A – F will be assigned based on a curve that is deemed reasonable by the instructor.

VI. Course Level Justification

This course requires a background in the principles of chemistry, basic concepts in physics and linear algebra. It also requires a great deal of analytical thinking and attention to detail.

VII. Course Outline

- A. Principles of quantum mechanics: postulates of quantum mechanics, operators, observables, applications to simple systems (such as particle in the box, harmonic oscillator, etc.)
- B. Atomic and molecular structure and spectroscopy: rotations and vibrations, atomic and molecular orbitals and applications to electronic spectroscopy
- C. Introduction to statistical mechanics: Boltzmann distribution, molecular partition functions, introduction to statistical thermodynamics

VIII. Suggested Text

Thomas Engel and Philip Reid. Physical Chemistry, Pearson Education, 2006.

Peter Atkins and Julio de Paula. Physical Chemistry, 8th edition, W. H. Freeman and Company, New York, 2006.

IX. Bibliography

Thomas Engel and Philip Reid. Physical Chemistry, Pearson Education, 2006.

Tinoco, Sauer, Wang, and Puglisi. Physical chemistry: Principles and Applications in Biological Sciences, 4th edition, Prentice Hall, 2002.

Silbey, Alberty, Bawendi. Physical Chemistry, 4th edition, Wiley & Sons, Inc, 2006.

McQuarrie. Quantum Chemistry, University Science Books, 2002.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Physical Chemistry II

Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

Please list any new library and information recommended to support proposal.

none

Initiator signature

Curriculum Coordination Form

Notification Date: November 1, 2006

Initiating unit: Chemistry, CAS

Affected unit(s): Chemistry Department, CAS; Chugiak/Eagle River Campus; Kenai Peninsula College; Kodiak College; Mat-Su College; Elmendorf Air Force Base; Fort Richardson Army Post

Course Prefix and Number: CHEM A332

Previous Prefix and Number:

Complete Course/Program Title: Physical Chemistry II

Previous Course/Program Title: Physical Chemistry II

Description of Action: Lab portion has been removed. The lab (CHEM A333L) is now a free-standing course. CHEM A332 now becomes a three-credit class. MATH A314 is added as prerequisite. MATH A302 prerequisite is changed from required to strongly recommended. PHYS A303 is added as a possible alternative to CHEM A331 prerequisite.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

Resource Implication Form

1. School/College CAS

2. Program/Course Physical Chemistry II

3. Course Prefix CHEM

4. Course Number A332

5. Implementation Date FALL/2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: This class is replacing lecture portion of current CHEM A332 which is already part of the budget, so no new costs will be incurred. The lab portion of the class is being removed.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date



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

1a. School or College CAS		1b. Division AMSC		1c. Department CHEMISTRY	
2. Course Prefix CHEM	3. Course Number A333L	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 2	5b. Contact Hours (Lecture + Lab) (0+6)
6. Complete Course/Program Title Physical Chemistry Lab Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other fees ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Corequisites ☐ Registration Restrictions			9. Repeat Status No Limit Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: FALL/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. Coordinate with Affected Units: Chemistry Department, CAS, UAA list server, Physics and Mathematics Departments Department, School, or College _____ Initiator Signature Date					
14. List any programs or college requirements that require this course Bachelor of Science in Chemistry; Chemistry Option					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences					
16. Course Description A practical implementation of the theory learned in CHEM A331 and A332. Selected laboratory and computational experiments in thermodynamics, kinetics, transport phenomena, molecular and atomic structure.					
17a. Course Prerequisite(s) (list prefix and number) [CHEM A331 or (CHEM A332 or concurrent enrollment)] or [PHYS A403 and PHYS A413], all with a minimum grade of C.		17b. Test Score(s) N/A		17c. Corequisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) N/A			
18. ☒ Mark if course has fees					
19. Justification for Action The lab portion has been removed from CHEM A332, in order to create a free-standing lab course. The course will allow a better coordination of subject matter between the lectures and the labs and facilitate an independent assessment of lecture and lab work. Prerequisites: [CHEM A331 or (CHEM A332 or concurrent enrollment)] or [PHYS A403 and PHYS A413]					

Initiator (faculty only) Date

Approved

Disapproved: _____
Department Chairperson Date

Approved

Disapproved: _____
Curriculum Committee Chairperson Date

Approved

Disapproved: _____
Dean/Director of School/College Date

Approved

Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved

Disapproved: _____
Provost or Designee

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences

I. Date of Initiation: November 1, 2006

II. Course information:

- A. College: College of Arts and Sciences
- B. Course Subject/Number: CHEM A333L
- C. 2.0 Credits 0+6 Contact Hours
- D. Course Title: Physical Chemistry Lab
- E. Grading Basis: A – F
- F. Course Description: A practical implementation of the theory learned in CHEM A331 and A332. Selected laboratory and computational experiments in thermodynamics, kinetics, transport phenomena, molecular and atomic structure.
- G. Prerequisites: [CHEM A331 or (CHEM A332 or concurrent enrollment)] or [PHYS A403 and PHYS A413]

III. Instructional Goals and Defined Outcomes

A. Instructional Goals. Instructor will:

- 1) Introduce students to techniques and principles behind laboratory experiments in physical chemistry.
- 2) Introduce various spectroscopic techniques.
- 3) Familiarize students with a variety of computational approaches.
- 4) Expose students to environment close to one found in research laboratories.
- 5) Develop technical writing skills necessary for careers in research and industry.

B. Student Outcomes / Assessment

Student Outcomes	Assessment Methods
Students will develop working knowledge of a variety of physical chemistry techniques.	Lab reports, Exams
The students will compare and apply a variety of computational approaches for problems in physical chemistry.	Lab reports, Exams
The students will develop and practice technical writing skills for clear presentation of technical data.	Lab reports
The students will design procedures for their experiments.	Quizzes
The students will compare a variety of spectroscopic techniques to observe and explore atomic and molecular properties.	Lab reports, Exams

IV. Course Activities

- A. Laboratory exercises
- B. Computational exercises
- C. Brief lectures
- D. Laboratory reports
- E. Exams

V. Guidelines for Evaluation

Laboratory reports, exams. Quizzes may be given at instructor's discretion. Grading A-F. Grades will be assigned based on laboratory reports, exams, and quizzes per a scale defined in the syllabus or based on a normal curve distribution.

VI. Course Level Justification

This course requires a background in the principles of chemistry and basic concepts in physics. It also requires a great deal of analytical thinking and attention to detail.

VII. Course Outline

- A. Various laboratory techniques in physical chemistry. Examples include experiments on basic thermodynamics principles, phase equilibria, kinetic, transport properties, basic spectroscopy techniques on simple systems.
- B. Computational approaches. Examples include modeling of Boltzmann distribution, molecular dynamics simulations, modeling of various molecular spectra.

VIII. Suggested Texts

Carl Garland, Joseph Nibler, David Shoemaker. Experiments in Physical Chemistry, 7th edition, McGraw-Hill, 2003

IX. Bibliography

Thomas Engel and Philip Reid. Physical Chemistry, Pearson Education, 2006.

Tinoco, Sauer, Wang, and Puglisi. Physical chemistry: Principles and Applications in Biological Sciences, 4th edition, Prentice Hall, 2002.

Silbey, Alberty, Bawendi. Physical Chemistry, 4th edition, Wiley & Sons, Inc, 2006.

McQuarrie. Quantum Chemistry, University Science Books, 2002.

Journal of Chemical Education collection: contains a good selection of computational and hands-on experiments.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Physical Chemistry Lab

Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

Please list any new library and information recommended to support proposal.

none

Initiator signature

MEMO TO: Accounting & Enrollment Services subj: LAB FEE REQUEST

DEPARTMENT FROM: CHEMISTRY

Course & Title: CHEM A333L Physical Chemistry Laboratory

Year: 2008 Section: Spring 001

Lab Fee Account Number: Org. Obj. Fund

Current Lab Fee	Requested Action	Total Lab Fee
\$ 0	Initiate \$ 200	\$ 200

Justification: The cost per student is accounted for in the table below.

Justification Worksheet: Materials/Supplies Used (list each item separately)

Item Description	Cost
1. Chemicals	\$1000.00
2. Glassware Maintenance	\$300.00
3. Pasteur Pipettes	\$30.00
4. Hot Plate/Stirrer Maintenance	\$70
5. Other Equipment Maintenance	\$200
6. (viscometer, thermometers, spectrophotometric	
7. equipment, NMR, constant temperature baths)	
8.	
9.	
10.	

Total Cost \$1600.00 / 8 = \$200.00
Anticipated Cost Per
Enrollment Student

Department Chair's Signature Date

Recommended Disapproved Associate Dean, CAS Date

Recommended Disapproved Dean, CAS Date

Approved Disapproved Provost Date

cc: Accounting Services
CAS Budget Office
Enrollment Services
Department Administrative Assistant/Secretary

Curriculum Coordination Form

Notification Date: November 1, 2006

Initiating unit: Chemistry, CAS

Affected unit(s): Chemistry Department, CAS; Chugiak/Eagle River Campus; Kenai Peninsula College; Kodiak College; Mat-Su College; Elmendorf Air Force Base; Fort Richardson Army Post

Course Prefix and Number: CHEM A333L

Previous Prefix and Number: N/A

Complete Course/Program Title: Physical Chemistry Lab

Previous Course/Program Title: N/A

Description of Action: The laboratory portion of CHEM A332 will be removed, leaving a three-credit credit lecture course. This allows to create CHEM A333L as a new 2 credit laboratory.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Resource Implication Form

1. School/College CAS
2. Program/Course Physical Chemistry Laboratory
3. Course Prefix CHEM
4. Course Number A333L
5. Implementation Date FALL/2007

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☐ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: This class is replacing the laboratory portion of CHEM A332 which is already a part of the budget, so no new costs will be incurred.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AMSC Division of Math Sciences		1c. Department CHEM	
2. Course Prefix CHEM	3. Course Number A441	4. Previous Course Prefix & Number		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Principles of Biochemistry I					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete Listed/Stacked ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross- ☒ Course Prerequisites ☐ Co-requisites ☒ Registration			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with ☒ Stacked with CHEM A641 Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Science, Chemistry (Chemistry and Biochemistry Options); Bachelor of Science, Biology.					
14. Coordinate with Affected Units: UAA Biology Department, Faculty listserve. Department, School, or College					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☒ Integrative Capstone					
16. Course Description A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes. Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641.					
17a. Course Prerequisite(s) (list prefix and number) CHEM A322 and BIOL A115, both with a minimum grade of C		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) Level ☐ College ☐ Major ☒ Class ☐		17e. Registration Restriction(s) (non-codable) Junior standing. Completion of all GER tier 1 (basic college level skills) courses. Completion of seven credits of GER tier 2 courses in the Natural Sciences including BIOL A115.			
18. ☐ Mark if course has fees					
19. Justification for Action Seeking integrated GER capstone status. Clarifying course prerequisites.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

**Course Content Guide
College of Arts and Sciences
Department of Chemistry**

I. Date of Initiation: January 29, 2007

II. Course Information:

- A. Course Subject/Number: CHEM A441
- B. 3.0 Credits, 3+0 Contact Hours
- C. Course Title: Principles of Biochemistry I
- D. Grading Basis: A-F
- E. Course Description: A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes. Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641.
- F. Prerequisites: CHEM A322 and BIOL A115, both with a minimum grade of C
- G. Registration Restrictions: Junior standing. Completion of all GER Tier 1 (basic college level skills) courses. Completion of seven credits of GER Tier 2 courses in the Natural Sciences

III. Instructional Goals and Student Outcomes

- A. Instructional Goals. (The instructor will)
 - 1. Encourage knowledge integration by
 - a. Presenting chemical, structural and functional features of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes and provide biologically relevant examples that require knowledge from introductory biology, cell biology, genetics, physiology, or molecular biology for understanding
 - b. Presenting biochemical subject matter that requires prerequisite knowledge in general and organic chemistry for understanding
 - c. Providing problem sets and exam questions requiring knowledge in Mathematics, Chemistry, and Biology
 - 2. Encourage effective communication by
 - a. Setting up small discussion groups in the classroom and providing to these discussion groups reading material consisting of primary literature articles for critical examination
 - b. Providing materials to accompany these primary research articles that are designed to require students to work together with effective communication to solve problems
 - 3. Encourage critical thinking by providing science reading assignments from primary literature, popular science sources, or the internet and providing problem sets designed to promote the critical reading of this material
 - 4. Encourage information literacy by providing reading assignments from scientific literature and providing assignments such as problem sets that require use of knowledge acquired from scientific literature
 - 5. Encourage quantitative perspectives and reasoning by
 - a. Providing problem sets with addressing quantitative aspects of Biology and Biochemistry
 - b. Providing appropriate primary scientific research literature

B. Student Outcomes:

<i>Student Outcomes – Students will:</i>	<i>Relationship to GER Capstone requirements</i>	<i>Assessment Strategies and Student Artifacts</i>
Integrate knowledge from biology (introductory biology, cell biology, genetics, physiology, molecular biology); chemistry (general chemistry, organic chemistry); and math (algebra, calculus) to understand macromolecular structure and function in the broad contexts of science and human health	Knowledge Integration	Exams containing comprehensive, multidisciplinary questions Comprehensive, multidisciplinary primary research literature critical reading assignments, including in-class discussion and assessment in exams
Participate in in-class discussion of primary research literature critical reading assignments	Effective Communication	In-class work facilitated by the instructor
Analyze data from primary research literature, evaluate the articles, and suggest other or improved approaches to solve such problems	Critical Thinking	Exam questions In-class work facilitated by the instructor
Incorporate appropriate knowledge from sources such as textbooks and scientific literature into their problem solving strategies	Information Literacy	Exam questions In-class work facilitated by the instructor
Analyze and discuss quantitative aspects of biochemistry and biology	Quantitative Perspectives	Exam questions In-class work facilitated by the instructor

IV. Course Activities

- A. Lecture
- B. Critical reading of primary research literature
- C. Assigned problems to be worked outside of class
- D. Quizzes
- E. Exams

V. Guidelines for Evaluation

- A. At least 3 written exams, one of which is a comprehensive final exam
- B. Quizzes may be given at the instructor's discretion
- C. Grading is A-F. Grades will be assigned based on exam and quiz performance based on a scale defined in the syllabus or assigned after a normal curve

VI. Course Level Justification: Builds upon a foundation of knowledge in Tier 1 GER, Tier 2 GER, and lower- and upper-division courses in the major; requires extensive prerequisite

multidisciplinary knowledge from biology, chemistry (a total of 2 years), and mathematics; requires integrating of this knowledge to solve new types of problems and understand new concepts.

VII. Course Outline

- A. Important functional groups in biochemistry
- B. Thermodynamics as it applies to biochemistry
- C. Water and biochemistry
 - 1. Entropic drive of hydrophobic aggregation
 - 2. pK_a of relevant functional groups
 - 3. pH
 - 4. pI
- D. Amino acids
 - 1. Classification
 - 2. Non-standard amino acids
 - 3. Titration curves
- E. Peptides and proteins
 - 1. Primary structure
 - a. methods in sequencing
 - b. evolution perspectives
 - 2. Secondary structure
 - a. predicting secondary structure from sequence
 - b. disulfide bridges, intracellular and extracellular oxidation conditions
 - 3. Tertiary structure
 - a. interactions involved in tertiary structure
 - b. protein folding and dynamics
 - c. methods used for tertiary structure determination
 - 4. Quaternary structure
 - 5. Protein techniques
- F. Protein function
 - 1. Binding reactions
 - 2. Myoglobin and hemoglobin
 - 3. Allostery
 - 4. Structure-function relationship
- G. Enzymes
 - 1. Catalytic mechanisms
 - 2. Michaelis-Menten kinetics
 - 3. Regulation of activity
- H. Carbohydrates and carbohydrate-containing compounds
 - 1. Monosaccharides
 - 2. Disaccharides and polysaccharides
 - a. O-glycosidic bond
 - b. primary, secondary, and tertiary structure
 - 3. Glycoproteins, proteoglycans, and glycolipids
 - 4. Structure-function relationship
- I. Nucleotides and nucleic acids
 - 1. Primary, secondary, and tertiary structure
 - 2. Techniques, including sequencing
 - 3. "-omics"
- J. Lipids

1. Diversity in classification of lipids
 2. Various functions of lipids
- K. Biological Membranes
1. Composition and architecture of membranes
 2. Membrane dynamics

VIII. Suggested Texts

Lehninger Principles of Biochemistry, 4th Edition. D. L. Nelson, M. M. Cox. New York: W. H. Freeman and Company, 2005.

Biochemistry, 3rd Edition. D. Voet, J. G. Voet. Hoboken, New Jersey: Wiley, 2004.

Fundamentals of Biochemistry: Life at the Molecular Level. D. Voet, J. G. Voet, C. W. Pratt. Hoboken, New Jersey: Wiley, 2005.

Biochemistry, 3rd Edition. R. H. Garrett, C. M. Grisham. Boston: Brooks Cole, 2004.

IX. Bibliography

Structure and Mechanism in Protein Science: A Guide to Enzyme Catalysis and Protein Folding. Alan Fersht. New York: W. H Freeman and Company, 1999.

Molecular Biology of the Cell. B. Alberts, A. Johnson, J. Lewis, M. Raff, K. Roberts. P. Walter. New York: Garland Publishing, 2002.

Genes IX. Benjamin Lewin. Boston: Jones & Bartlett Publishers, 2007.

Scientific Journals such as (not a complete list):

Biological Chemistry

Biochemistry

Biophysical Journal

Cell

European Journal of Molecular Biology

Journal of Biological Chemistry

Journal of Molecular Biology

Molecular Biology

Molecular Cell

Nature

Nature Structure

Proceedings of the National Academy of Sciences

Science

Curriculum Coordination Form

Notification Date: January 29, 2007

Initiating unit: CAS, Department of Chemistry

Affected unit(s): Chemistry Department, CAS; Chugiak/Eagle River Campus; Kenai Peninsula College; Kodiak College; Mat-Su College; Elmendorf Air Force Base; Fort Richardson Army Post

Course Prefix and Number: CHEM A441

Previous Prefix and Number: N/A

Complete Course/Program Title: Principles of Biochemistry I

Previous Course/Program Title: N/A

Description of Action: Seeking integrated GER capstone status. Clarifying course prerequisites.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College CAS, Department of Chemistry

2. Program/Course Principles of Biochemistry I

3. Course Prefix CHEM

4. Course Number A441

5. Implementation Date Fall, 2007

6. Type of Action and Category

☐ Course addition ☒ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$	
☐ new full-time faculty	\$	
☐ reassignment of full-time faculty		\$
☐ additional class/lab space	\$	
☐ modification of class/lab space	\$	
☐ additional library resources	\$	
☐ additional computer equipment	\$	
☐ other costs	\$	

8. Explanation: Seeking integrative capstone status, no additional resources required

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CAS		1b. Division AMSC		1c. Department CHEMISTRY	
2. Course Prefix N/A	3. Course Number N/A	4. Previous Course Prefix & Number N/A		5a. Credits/CEU N/A	5b. Contact Hours (Lecture + Lab) (+)
6. Complete Course/Program Title Bachelor of Science in Chemistry: Chemistry Option, Biochemistry Option					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☒ Program ☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Corequisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other requirements, catalog copy			9. Repeat Status No Limit Max Credits		
			10. Grading Basis ☐ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: FALL/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. Coordinate with Affected Units: Chemistry Department, CAS, UAA list server, Physics and Mathematics Departments Department, School, or College _____ Initiator Signature Date					
14. List any programs or college requirements that require this course N/A					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences					
16. Course Description N/A					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Corequisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) N/A			
18. ☐ Mark if course has fees					
19. Justification for Action CHEM A331 is now required for biochemistry option, which covers in-depth topics of physical chemistry required by the American Chemical Society. Consequently, CHEM A311 option is removed from the biochemistry option. Chemistry option: MATH A314 is added as a requirement, replacing MATH A302 to provide a better background for physical chemistry classes. CHEM A450, CHEM A460, PHYS A403, and PHYS A413 are added as upper-level electives for chemistry option. Change for all chemistry major options: CHEM A331 - MATH A202 is added as prerequisite instead of MATH A302. MATH A302 requirement is changed to strongly recommended. CHEM A332, A333L - the lab has been removed from the lecture and added as a freestanding course to allow better coordination of subject matter between the lectures and the labs and to allow for independent assessments of lecture and lab work. Prerequisites for CHEM A333L: [CHEM A331 and (CHEM A332 or concurrent enrollment)] OR [PHYS A403 and PHYS A413]. Change in prerequisites for CHEM A332: MATH A314 is added as prerequisite, MATH A302 prerequisite is changed to strongly recommended. MATH A314 is a necessary background for CHEM A332. MATH A302 provides a very beneficial background for both CHEM A331 and CHEM A332, and therefore stated as strongly recommended. PHYS A303 is added as an alternative prerequisite for CHEM A332. This will allow enrollment of a broader range of students. CHEM A441 now complies with GER Capstone requirements.					

____ Approved ____ Disapproved: _____ Initiator (faculty only) Date ____ Approved ____ Disapproved: _____ Department Chairperson Date ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson Date	____ Approved ____ Disapproved: _____ Dean/Director of School/College Date ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date ____ Approved ____ Disapproved: _____ Provost or Designee Date

Changes and Explanations

Changes are in bold.

Academic Progress

In order to graduate with a BS in Chemistry, all courses covered under “Major Requirements” for a BS in Chemistry must be completed with a grade of “C” or better.

Chemistry Option

Complete the following required courses (82 or 83 credits):

BIOL A115	Fundamentals of Biology I	4
CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Lab	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Lab	1
CHEM A253	Inorganic Chemistry	3
CHEM A212	Quantitative Analysis	5
CHEM A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Lab	2
CHEM A331	Physical Chemistry I	3
CHEM A332	Physical Chemistry II	3
CHEM A333L	Physical Chemistry Lab	2
CHEM A434	Instrumental Methods	4
CHEM A441	Principles of Biochemistry I	3
CHEM A453	Advanced Inorganic Chemistry	5
CHEM A492	Undergraduate Seminar (1)	2
CHEM A498	Individual Research (3)	6
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A314	Linear Algebra	3
PHYS A211/L	General Physics I	4
PHYS A212/L	General Physics II	4
<u>Upper-division elective (One from the list below)</u>		<u>3 or 4</u>
BIOL A310	Principles of Physiology (3)	
BIOL A415	Comparative Animal Physiology (4)	
BIOL A461	Molecular Biology (3)	
BIOL A468	Biogeochemistry (3)	
CHEM A442	Principles of Biochemistry II (3)	
CHEM A456	Non-linear Dynamics and Chaos (3)	
CHEM A471	Immunochemistry (4)	
CHEM A450	Environmental Chemistry (3)	
CHEM A460	Chemical Ecotoxicology (3)	
GEOL A313	Mineralogy (4)	
GEOL A360	Geochemistry (3)	

GEOL A460	Environmental Geochemistry (3)
MATH A302	Differential Equations (3)
MATH A310	Numerical Methods (3)
MATH A422	Partial Differential Equations (3)
PHYS A303	Modern Physics (3)
PHYS A320	Simulation of Physical Systems (3)
PHYS A403	Quantum Mechanics (3)
PHYS A413	Statistical Mechanics (3)

A total of 120-123 credits is required for the degree, of which 42 credits must be upper division

Biochemistry Option

Complete the following required courses (86 or 87 credits):

BIOL A115	Fundamentals of Biology I	4
BIOL A116	Fundamentals of Biology II	4
BIOL A242	Fundamentals of Cell Biology	4
BIOL A252	Principles of Genetics	4
Upper-division Biology (choose one of the following)		3 or 4
BIOL A310	Principles of Physiology (3)	
	or	
BIOL A415	Comparative Animal Physiology (4)	
	or	
BIOL A461	Molecular Biology (3)	
CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Lab	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Lab	1
CHEM A253	Inorganic Chemistry	3
CHEM A212	Quantitative Analysis	5
CHEM A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Lab	2
CHEM A331	Physical Chemistry I	3
CHEM A434	Instrumental Methods	4
CHEM A441	Principles of Biochemistry I	3
CHEM A442	Principles of Biochemistry II	3
CHEM A443	Biochemistry Laboratory	2
CHEM A492	Undergraduate Seminar (1)	2
CHEM A498	Individual Research (3)	6
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
PHYS A211/L	General Physics I	4
PHYS A212/L	General Physics II	4

A total of 122-126 credits is required for the degree, of which 42 credits must be upper division

Minor, Chemistry

Students majoring in another subject who wish to minor in Chemistry must complete the following requirements. A total of 24 credits is required for the minor.

CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Lab	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Lab	1
CHEM A212	Quantitative Analysis	5
CHEM A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Lab	2
CHEM A311	Physical Chemistry: A Biological Orientation (3)	3
CHEM A331	Physical Chemistry I	3

Changes and Explanations

Chemistry Option

CHEM A332 is split into a lecture part, CHEM A332, and a lab part CHEM A333L. CHEM A333L is added to the catalog.

MATH A314 is added as a requirement, replacing MATH A302.

PHYS A403 and PHYS A413 are added as upper division electives.

Biochemistry Option

CHEM A331 is added as a requirement. CHEM A311 is deleted as a requirement.

New Catalog Copy

Bachelor of Science, Chemistry

Admission Requirements

Complete the Baccalaureate Degree Programs Admission Requirements located in the beginning of this chapter.

Academic Progress

In order to graduate with a BS in Chemistry, all courses covered under “Major Requirements” for a BS in Chemistry must be completed with a grade of “C” or better.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

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

B. General Education Requirements

Complete the baccalaureate general education requirements listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences requirements listed at the beginning of the CAS section.

D. Major Requirements

Students are strongly encouraged to talk to a faculty advisor in the Chemistry Department to ensure that the necessary math and science courses are taken in the first two years of study.

1. Students working toward a degree in Chemistry can choose one of two options:

Chemistry Option

Complete the following required courses (82 or 83 credits):

BIOL A115	Fundamentals of Biology I	4
CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Lab	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Lab	1
CHEM A253	Inorganic Chemistry	3
CHEM A212	Quantitative Analysis	5

CHEM A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Lab	2
CHEM A331	Physical Chemistry I	3
CHEM A332	Physical Chemistry II	3
CHEM A333L	Physical Chemistry Lab	2
CHEM A434	Instrumental Methods	4
CHEM A441	Principles of Biochemistry I	3
CHEM A453	Advanced Inorganic Chemistry	5
CHEM A492	Undergraduate Seminar (1)	2
CHEM A498	Individual Research (3)	6
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A314	Linear Algebra	3
PHYS A211/L	General Physics I	4
PHYS A212/L	General Physics II	4
Upper-division elective (One from the list below)		3 or 4
BIOL A310	Principles of Physiology (3)	
BIOL A415	Comparative Animal Physiology (4)	
BIOL A461	Molecular Biology (3)	
BIOL A468	Biogeochemistry (3)	
CHEM A442	Principles of Biochemistry II (3)	
CHEM A456	Non-linear Dynamics and Chaos (3)	
CHEM A471	Immunochemistry (4)	
CHEM A450	Environmental Chemistry (3)	
CHEM A460	Chemical Ecotoxicology (3)	
GEOL A313	Mineralogy (4)	
GEOL A360	Geochemistry (3)	
GEOL A460	Environmental Geochemistry (3)	
MATH A310	Numerical Methods (3)	
MATH A302	Differential Equations (3)	
MATH A422	Partial Differential Equations (3)	
PHYS A303	Modern Physics (3)	
PHYS A320	Simulation of Physical Systems (3)	
PHYS A403	Quantum Mechanics (3)	
PHYS A413	Statistical Mechanics (3)	

A total of 120-123 credits is required for the degree, of which 42 credits must be upper division

Biochemistry Option

Complete the following required courses (86 or 87 credits):

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BIOL A116	Fundamentals of Biology II	4
BIOL A242	Fundamentals of Cell Biology	4
BIOL A252	Principles of Genetics	4
Upper-division Biology (choose one of the following)		3 or 4
BIOL A310	Principles of Physiology (3)	
	or	
BIOL A415	Comparative Animal Physiology (4)	
	or	
BIOL A461	Molecular Biology (3)	
CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Lab	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Lab	1
CHEM A253	Inorganic Chemistry	3
CHEM A212	Quantitative Analysis	5
CHEM A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Lab	2
CHEM A331	Physical Chemistry I	3
CHEM A434	Instrumental Methods	4
CHEM A441	Principles of Biochemistry I	3
CHEM A442	Principles of Biochemistry II	3
CHEM A443	Biochemistry Laboratory	2
CHEM A492	Undergraduate Seminar (1)	2
CHEM A498	Individual Research (3)	6
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
PHYS A211/L	General Physics I	4
PHYS A212/L	General Physics II	4

A total of 122-126 credits is required for the degree, of which 42 credits must be upper division

Minor, Chemistry

Students majoring in another subject who wish to minor in Chemistry must complete the following requirements. A total of 24 credits is required for the minor.

CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Lab	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Lab	1
CHEM A212	Quantitative Analysis	5
CHEM A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Lab	2
CHEM A311	Physical Chemistry:	3
	A Biological Orientation (3)	
	or	
CHEM A331	Physical Chemistry I (3)	

Honors in Chemistry

The Department of Chemistry awards Departmental Honors in Chemistry to undergraduate students who show exceptional performance in all their course work. To graduate with Honors students must:

1. Satisfy all requirements for a Bachelor of Science degree in Chemistry.
2. Meet the requirements for "Graduation with Honors" as listed in chapter 8 of this catalog.
3. Maintain a minimum GPA of 3.50 in chemistry classes.
4. Complete with distinction a written assignment in the style of a chemical journal based on the research performed in CHEM A498.
5. Notify the Departmental Honors Committee in writing at the time they file their Application for Graduation with the Enrollment Services Office that they intend to graduate with Departmental Honors.

PROGRAM OUTCOMES

- A. Students who complete one of our service series including health sciences, general chemistry, or organic will meet the following educational outcome: demonstrate knowledge at an appropriate level for the series taken.
- B. Students receiving a Bachelor of Science in Chemistry meet the following educational outcomes: demonstrate knowledge appropriate to the disciplines of chemistry and biochemistry, including
 - a. general chemistry
 - b. inorganic chemistry
 - c. analytical chemistry
 - d. physical chemistry
 - e. organic chemistry
 - f. biochemistry

ASSESSMENT TOOLS

Table 1
Program Objectives Assessment Tools and Administration

Tool	Description	Frequency/ Start Date	Collection Method	Administered by
MFT	Major field test in chemistry/biochemistry	Annually/ Spring 2003	Administration of tests produced by ETS	Assessment coordinator and/or designated member of department
Survey	Survey of graduates from previous years	Every 4 years/ Spring 2003	Distribution of letter and questionnaire	Chair and/or Designated member of department
Exit Survey	Survey given to our graduating seniors	Annually/ Spring 2006	Survey distributed and collected just prior to MFT exam	Assessment coordinator and/or designated member of department
Final Exams	Comprehensive final exams or ACS standardized exam	Annually/ Spring 2007	Administration of standardized test written by ACS or questions written by assessment committee	Instructor of specific course sequence

Four Year Course Offering Plan

Program:

Implementation Date:

Instruction: For each course and semester, enter one of the following:

- The name of the existing full-time faculty member, regular or term, expected to teach the course.
- NFTF for those courses expected to be delivered by new full-time faculty.
- ADJ for those courses expected to be delivered by adjunct faculty.

Course (Prefix and Number)	Course Credits	2007			2008			2009			2010		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
CHEMA331	3	Vugmeyster			Vugmeyster			Vugmeyster			Vugmeyster		
CHEMA332	3		Vugmeyster			Vugmeyster			Vugmeyster			Vugmeyster	
CHEMA333 L	2		Vugmeyster			Vugmeyster			Vugmeyster			Vugmeyster	

Biochemistry Option Study Plan

	Fall	Credits	Spring	Credits
Year 1	BIOL A115	4	BIOL A116	4
	CHEM A105+L	4	CHEM A106+L	4
	MATH A200	4	MATH A201	4
	GER (oral)	3	GER (written)	3
			GER (humanities)	3
Total Credits		15		18
Year 2	BIOL A242	4	BIOL A252	4
	CHEM A253	3	CHEM A322	3
	CHEM A321	3	CHEM A323L	2
	PHYS A211/L	4	MATH A202	4
	GER (written)	3	PHYS A212/L	4
Total Credits		17		17
Year 3	CHEM A212	5	CHEM A434	4
	CHEM A441 (CAPSTONE)	3	CHEM A442	3
	GER (humanities)	3	CHEM A443	2
	GER (computer)	3	GER (fine arts)	3
	GER (social sci)	3	GER (social sci)	3
Total Credits		17		15

Year 4	CHEM A331	3	CHEM A492	1
	CHEM A492	1	CHEM A498	3
	CHEM A498	3	GER (language/hum)	3 or 4
	GER (language/hum)	3 or 4	BIOL (upper div.)	3 or 4
	GER (statistics)	3 or 4		
Total Credits		13 -15		10 - 12
Total Credits (four years)	<u>122-126</u>			

Chemistry Option Study Plan

	Fall	Credits	Spring	Credits
Year 1	BIOL A115	4	CHEM A106+L	4
	CHEM A105+L	4	MATH A201	4
	MATH A200	4	GER(Written)	3
	GER(oral)	3	CAS- computer	3-4
			GER (Fine Arts.)	3
Total Credits		15		17-18
Year 2	CHEM A212	5	CHEM A322	3
	CHEM A321	3	CHEM A323L	2
	PHYS A211/L	4	PHYS A212/L	4
	MATH A202	4	Recommended:MATH A302	(3)
			GER (Written)	3
Total Credits		16		12(15)
Year 3	CHEM A253	3	CHEM A332	3
	CHEM A331	3	CHEM A333L	2
	CHEM A441 (CAPSTONE)	3	CHEM A434	4
	MATH A314	3	GER (Humanities)	3
	GER (Soc Sci)	3	CAS language/hum	3-4
Total Credits		15		15-16

Year 4	CHEM A492	1	CHEM A453	5
	CHEM A498	3	CHEM A492	1
	CAS - statistics	3-4	CHEM A498	3
	CAS - language	3-4	GER (Humanities)	3
	Upper Chem Elective	3-4	GER (Soc Sci)	3
Total Credits		13-16		15
Total Credits (four years)	<u>120-123</u>			

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Chemistry Program Changes

Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

Please list any new library and information recommended to support proposal.

none

Initiator signature

Curriculum Coordination Form

Notification Date: November 1, 2006

Initiating unit: Chemistry, CAS

Affected unit(s): Chemistry Department, CAS; Chugiak/Eagle River Campus; Kenai Peninsula College; Kodiak College; Mat-Su College; Elmendorf Air Force Base; Fort Richardson Army Post

Course Prefix and Number:

Previous Prefix and Number:

Complete Course/Program Title: Bachelor of Science in Chemistry: Chemistry Option, Biochemistry Option

Previous Course/Program Title:

Description of Action: Minor changes to the program

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College CAS

2. Program/Course Chemistry

3. Course Prefix

4. Course Number

5. Implementation Date FALL/2007

6. Type of Action and Category

☐ Course addition

☐ Course change

☐ Program addition

☒ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Minor program changes. No additional resources required

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date



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

1a. School or College AS CAS		1b. Division AMSC		1c. Department Mathematical Sciences	
2. Course Prefix MATH	3. Course Number A423	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Advanced Engineering Mathematics Advanced Engineering Math Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other CCG ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: 99/9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course MS in Civil Engineering					
14. Coordinate with Affected Units: School of Engineering, UAA faculty listserve Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description A practical review of mathematics for engineers. Includes partial differential equations, vector and matrix analysis, Fourier analysis, and complex analysis. Special Note: Course does not satisfy Mathematics Major requirements.					
17a. Course Prerequisite(s) (list prefix and number) MATH A302		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action This course has been presented as a special topic in the School of Engineering, and feedback from students and others indicates the topic has lasting value as a part of graduate study at UAA.					

Initiator (faculty only) Date

Approved

Disapproved: _____
Department Chairperson Date

Approved

Disapproved: _____
Curriculum Committee Chairperson Date

Approved

Disapproved: _____
Dean/Director of School/College Date

Approved

Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved

Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska, Anchorage
College of Arts and Sciences
Department of Mathematical Sciences
Date: March 7, 2007

- College/School: College of Arts and Sciences
- Subject: Mathematics
- Course Number: MATH A423
- Course Title: Advanced Engineering Mathematics
- Number of Credits: 3 (3+0)
- Grading Basis: A-F
- Course Description: A practical review of mathematics for engineers. Includes partial differential equations, vector and matrix analysis, Fourier analysis, and complex analysis.
Special Note: Course does not satisfy Mathematic Major requirements.
- Prerequisites: MATH A302
- Lab fees: No

I. Instructional Goals

A. Instructional Goals. The instructor will:

- Demonstrate advanced mathematics to design and analysis of engineering systems.
- Acquaint students with various techniques for solving ordinary and partial differential equations that are commonly applied by engineers and scientists.
- Provide students with the ability to use mathematical techniques in ways applicable to engineering and scientific research and analyses.

B. Student Outcomes. Students will be able to:

- Apply linear algebra to engineering systems.
- Solve partial differential equations for both initial and boundary value problems of an engineering nature using Fourier Series, Bessel Functions and Legendre Polynomials.
- Apply complex variable techniques to engineering problems.

II. Guidelines for Evaluation

The course grade will be based on results from midterms, final exam and assigned projects.

III. Course Level Justification

This course is designed to provide engineering graduate students with the ability to apply advanced mathematics to solve engineering problems typical of graduate research and professional engineering practice. The course is typically taught nationwide at the upper division level.

The course will involve application of mathematical, engineering, and scientific principles typical of senior-level undergraduate or beginning graduate engineering or physical science students.

IV. Course Outline:

1. Vectors and Linear Algebra
 - 1.1 Vectors and Vector Spaces
 - 1.2 Matrices and Systems of Linear Equations
 - 1.3 Determinants
 - 1.4 Eigenvalues and Diagonalization
2. Systems of Differential Equations
3. Fourier Analysis and Orthogonal Expansions
 - 3.1 Fourier Series
 - 3.2 The Fourier Integral and Fourier Transforms
4. Partial Differential Equations
 - 4.1 Separation of Variables Method in Cartesian, Cylindrical and Spherical Coordinate Systems
 - 4.2 Bessel Functions
 - 4.3 Legendre Polynomials
5. Introduction to Complex Analysis
 - 5.1 Geometry and Arithmetic of Complex Numbers
 - 5.2 Complex Functions
 - 5.3 Complex Integration
 - 5.4 Conformal Mappings

Suggested Text:

Kreyszig, E. *Advanced Engineering Mathematics*, John Wiley & Sons, New York, (2006).
O'Neil, Peter V. *Advanced Engineering Mathematics*, Brooks/Cole-Thomson Learning, Pacific Grove, CA (2003).

Bibliography:

Abramowitz, M. and I. A. Stegun. *Handbook of Mathematical Functions*, 10th printing, Washington DC (1972).
Kolman, B. *Elementary Linear Algebra*, MacMillan Publishing Company, (1991).
Pinsky, M. *Partial Differential Equations and Boundary Value Problems with Applications*, McGraw Hill (1991).
Varma, A. and M. Morbidelli. *Mathematical Methods in Chemical Engineering*, Oxford University Press, New York, NY (1997).
Zill, D. *A First Course in Differential Equations with Applications*, PWS-Kent Publishing Company.

Resource Implication Form

1. School/College CAS

2. Program/Course Mathematics

3. Course Prefix MATH

4. Course Number A423

5. Implementation Date Fall 2007

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$0
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: MATH A423 will be offered on a rotating basis with other upper division Mathematics and Statistics courses. It will be a selective course for the MS degree in Civil Engineering.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Curriculum Coordination Form

Notification Date: February 19, 2007

Initiating unit: Mathematical Sciences

Affected unit(s): School of Engineering

Course Prefix and Number: MATH A423

Previous Prefix and Number:

Complete Course/Program Title: Advanced Engineering Mathematics

Previous Course/Program Title:

Description of Action: Course addition. Course will be a selective for the MS Civil Engineering degree.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: MATH A423, Advanced Engineering Methods

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Susan Elliott

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

Suggested Text:

O'Neil, Peter V., "Advanced Engineering Mathematics", Brooks/Cole-Thomson Learning, Pacific Grove, CA (2003).

Bibliography:

Kreyszig, E., "Advanced Engineering Mathematics", John Wiley & Sons, New York, (2006).

Varma, A. and M. Morbidelli, "Mathematical Methods in Chemical Engineering", Oxford University Press, New York, NY (1997).

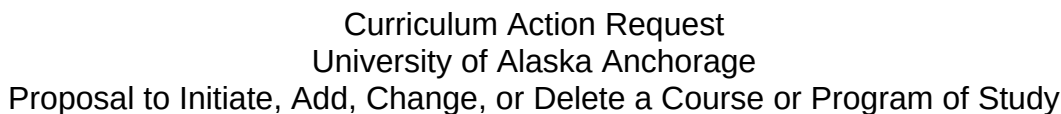
Abramowitz, M. and I. A. Stegun, "Handbook of Mathematical Functions", 10th printing, Washington DC (1972).

Pinsky, M., "Partial Differential Equations and Boundary Value Problems with Applications", McGraw Hill (1991).

Kolman, B., "Elementary Linear Algebra", MacMillan Publishing Company, (1991).

Zill, D., "A First Course in Differential Equations with Applications", PWS-Kent Publishing Company.

Initiator signature



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____
____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

Course Content Guide
University of Alaska, Anchorage
College of Arts and Sciences
Department of Mathematical Sciences
Date: March 7, 2007

- College/School: College of Arts and Sciences
- Subject: Mathematics
- Course Number: MATH A426
- Course Title: Numerical Methods
- Number of Credits: 3 (3+0)
- Grading Basis: A-F
- Course Description:
Introduction to numerical methods and software packages to solve applied problems. Topics include matrices with emphasis on using them to solve systems of linear equations, methods of solving non-linear equations, techniques to interpolate and approximate functions, methods of numerical differentiation and integration, and numerical methods to solve ordinary and partial differential equations. MATLAB and Mathematica will be used to solve applied problems with these techniques.
- Prerequisites: MATH A201
- Registration Restrictions: None
- Lab fees: Yes

I. Instructional Goals

A. Instructional Goals. The instructor will:

- Provide an introduction to the practice of computation that will include the advantages and disadvantages of numerical methods with digital computers.
- Introduce numerical techniques most commonly used to solve applied problems.
- Discuss relevant examples of problems using the techniques taught.

B. Student Outcomes. The student will be able to:

- Describe advantages and disadvantages associated with different numerical algorithms.
- Select the appropriate numerical method and use it to solve an applied problem.
- Use a mathematical package, e.g. MATLAB and Mathematica, to solve applied problems.

II. Guidelines for Evaluation

The course grade will be based on results from midterms, final exam and assigned projects.

III. Course Level Justification

The course is typically taught nationwide at the upper division level and will be taken by graduate students in the Civil Engineering Program at UAA.

IV. Topical Course Outline

1. Matrices and how to use them to solve systems of linear equations
 - 1.1 Matrix Inversion
 - 1.2 Determinant
 - 1.3 Matrix Factorization
 - 1.4 Eigenvalues and Eigenvectors
 - 1.5 Iterative Techniques
2. Methods to solve nonlinear equations
 - 2.1 Bisection
 - 2.2 Fixed-Point Iteration
 - 2.3 Newton-Raphson
3. Methods useful for interpolation and approximation of functions
 - 3.1 Polynomial approximation
 - 3.2 Divided Differences
 - 3.3 Rational functions approximation
 - 3.4 Cubic Spline interpolation
 - 3.5 Least Squares approximation
 - 3.6 Trigonometric function approximation
 - 3.7 Fast Fourier Transform (FFT)
4. Methods for numerical differentiation and integration
 - 4.1 Basic numerical differentiation formulae
 - 4.2 Richardson's Extrapolation
 - 4.3 Adaptive Quadrature
 - 4.4 Gaussian Quadrature
5. Methods to solve Differential Equations
 - 5.1 Euler
 - 5.2 Higher-Order Taylor
 - 5.3 Runge-Kutta
 - 5.4 Multistep
 - 5.5 Finite-Difference

V. Suggested Texts

- Burden, Richard L. and Faires, J. Douglas. *Numerical Analysis*. 7th edition. Brooks/Cole Publishing Company. 2001.
- Burden, Richard L. and Faires, J. Douglas. *Numerical Methods*, 3rd edition. Brooks Cole Publishing Company. 2002.
- Chapra, Steven C. *Applied Numerical Methods with MATLAB for Engineers and Scientists*, 2nd edition, McGraw Hill. 2008.
- Cheney, Ward and Kincaid, David. *Numerical Mathematics and Computing*, 4th edition, Brooks/Cole Publishing Company. 1999.

VI. Bibliography

- Gerald, Curtis F and Wheatley, Patrick O. *Applied Numerical Analysis*. Addison Wesley Publishing Company. 1998. Special Order only.
- Hamming, Richard. *Numerical Methods for Scientists and Engineers*. 2nd edition. Dover Publications. 1987.
- Hildebrand, F.B. *Introduction to Numerical Analysis*. 2nd edition. Dover Publications. 1987.
- Issacson, Herbert Bishop Keller. *Analysis of Numerical Methods*. Reprint edition. Dover Publications. 1994.
- Stewart, G.W. *Afternotes on Numerical Analysis*. Society for Industrial and Applied Mathematics. 1996.

Resource Implication Form

1. School/College CAS

2. Program/Course Mathematics

3. Course Prefix MATH

4. Course Number A426

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☒ reassignment of full-time faculty

\$0

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: MATH A426 will be offered on a rotating basis with other upper division Mathematics and Statistics courses. It will be a selective course for the MS degree in Civil Engineering.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Curriculum Coordination Form

Notification Date: February 20, 2007

Initiating unit: Mathematical Sciences

Affected unit(s): School of Engineering, Chemistry Department

Course Prefix and Number: MATH A426
MATH A310

Previous Prefix and Number:

Complete Course/Program Title: Numerical Methods

Previous Course/Program Title: Numerical Methods

Description of Action: Course change so that the course can be used as a selective for the MS Civil Engineering degree. Math A310 is also a selective for the BSE degree and the BS Chemistry degree (Chemistry Option).

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

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Library Resource Form

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Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: MATH A426, Numerical Methods

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Susan Elliott

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

I. Suggested Texts

Burden, Richard L.; Faires, J. Douglas. *Numerical Analysis*. 7th edition. Brooks/Cole Publishing Company. 2001.

Burden, Richard L.; Faires, J. Douglas, *Numerical Methods*, 3rd edition. Brooks/Cole Publishing Company. 2002.

Chapra, Steven C., *Applied Numerical Methods with MATLAB for Engineers and Scientists*, 2nd edition, McGraw Hill. 2008.

Cheney, Ward; Kincaid, David, *Numerical Mathematics and Computing*, 4th edition, Brooks/Cole Publishing Company. 1999.

II. Bibliography

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Hamming, Richard. *Numerical Methods for Scientists and Engineers*. 2nd edition. Dover Publications. 1987.

Hildebrand, F.B. *Introduction to Numerical Analysis*. 2nd edition. Dover Publications. 1987.

Issacson, Herbert Bishop Keller. *Analysis of Numerical Methods*. Reprint edition. Dover Publications. 1994.

Stewart, G.W. *Afternotes on Numerical Analysis*. Society for Industrial and Applied Mathematics. 1996.

Initiator signature



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AMSC		1c. Department Mathematical Sciences	
2. Course Prefix N/A	3. Course Number N/A	4. Previous Course Prefix & Number N/A		5a. Credits/CEU N/A	5b. Contact Hours (Lecture + Lab) (+)
6. Complete Course/Program Title BA in Mathematics BA in Mathematics Abbreviated Title for Transcript (30 character)					
7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☒ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course number change ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions				9. Repeat Status # of Repeats Max Credits	
				10. Grading Basis ☐ A-F ☐ P/NP ☐ NG	
				11. Implementation Date semester/year From: Fall/2007 To: 99/9999	
				12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty listserve Department, School, or College Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description See attached					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) N/A			
18. ☐ Mark if course has fees					
19. Justification for Action The change of MATH A310 to MATH A426 requires revised catalog copy.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

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____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee

102
Date

Bachelor of Arts, Mathematics

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements listed at the beginning of this chapter.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements.

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for 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 listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS

Students pursuing a Bachelor of Arts degree in Mathematics may choose from two options:

1. Complete the following core courses (26 Credits)

CS A109	Computer Programming (Languages vary)	3
	or	
CS A110	Java Programming	
	or	
CS A111	Visual Basic.Net	
	or	
CS A201	Programming Concepts I	
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A215	Introduction to Mathematical Proofs	2
MATH A303	Introduction to Modern Algebra	3
MATH A314	Linear Algebra	3
STAT A307	Probability and Statistics	3

2. Complete one of the following options:

Traditional Option (21 Credits)

MATH A302	Ordinary Differential Equations	3
MATH A321	Analysis of Several Variables	3
MATH A324	Advanced Calculus	3
MATH A410	Introduction to Complex Analysis	3
	or	
MATH A422	Partial Differential Equations	3

- A. Complete 3 additional courses from the following list: MATH A305, MATH A306, ~~MATH A310~~, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, **MATH**

- A426**, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.
- B. All mathematics majors must take a standardized test of knowledge of mathematics approved by the mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
 - C. A total of 120 credits are required for the degree, of which 42 credits must be upper division.

Secondary Teaching Preparation Option (15 Credits)

The Secondary Teaching Preparation Option is intended for students interested in pursuing Secondary Teacher Certification to teach mathematics at the Middle School and High School level. To obtain Secondary Teacher Certification, an approved Teacher Preparation Program must be successfully completed through the College of Education. Students choosing the Secondary Teacher Preparation Option should obtain advising from an academic advisor in the College of Education no later than the beginning of the Junior year.

MATH A305	Introduction to Geometries	3
MATH A306	Discrete Methods	3
MATH A420	History of Mathematics	3

- A. Complete 2 additional courses from the following list: MATH A302, ~~MATH A310~~, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, **MATH A426**, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.
- B. All mathematics majors must take a standardized test of knowledge of mathematics approved by the mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
- C. A total of 120 credits is required for the degree, of which 42 credits must be upper division.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AMSC		1c. Department Mathematical Sciences	
2. Course Prefix N/A	3. Course Number N/A	4. Previous Course Prefix & Number N/A		5a. Credits/CEU N/A	5b. Contact Hours (Lecture + Lab) (+)
6. Complete Course/Program Title BS in Mathematics BS in Mathematics Abbreviated Title for Transcript (30 character)					
7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☒ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course number change ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions				9. Repeat Status # of Repeats Max Credits	
				10. Grading Basis ☐ A-F ☐ P/NP ☐ NG	
				11. Implementation Date semester/year From: Fall/2007 To: 99/9999	
				12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty listserve Department, School, or College Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description See attached					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) N/A			
18. ☐ Mark if course has fees					
19. Justification for Action The change of MATH A310 to MATH A426 requires revised catalog copy.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee

105
Date

Bachelor of Science, Mathematics

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements listed at the beginning of this chapter.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements.

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for 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 listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS

Students pursuing a Bachelor of Science degree in Mathematics may choose from two options:

1. Complete the following core courses (26 Credits)

CS A109	Computer Programming (Languages vary)	3
	or	
CS A110	Java Programming	
	or	
CS A111	Visual Basic.Net	
	or	
CS A201	Programming Concepts I	
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A215	Introduction to Mathematical Proofs	2
MATH A303	Introduction to Modern Algebra	3
MATH A314	Linear Algebra	3
STAT A307	Probability and Statistics	3

2. Complete one of the following options:

Traditional Option (21 Credits)

MATH A302	Ordinary Differential Equations	3
MATH A321	Analysis of Several Variables	3
MATH A324	Advanced Calculus	3
MATH A410	Introduction to Complex Analysis	3
	or	
MATH A422	Partial Differential Equations	3

- A. Complete 3 additional courses from the following list: MATH A305, MATH A306, ~~MATH A310~~, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, **MATH A426**, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408,.

- B. All mathematics majors must take a standardized test of knowledge of mathematics approved by the mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
- C. A total of 120 credits are required for the degree, of which 42 credits must be upper division.

Secondary Teaching Preparation Option (15 Credits)

The Secondary Teaching Preparation Option is intended for students interested in pursuing Secondary Teacher Certification to teach mathematics at the Middle School and High School level. To obtain Secondary Teacher Certification, an approved Teacher Preparation Program must be successfully completed through the College of Education. Students choosing the Secondary Teaching Preparation Option should obtain advising from an academic advisor in the College of Education no later than the beginning of the Junior year.

MATH A305	Introduction to Geometries	3
MATH A306	Discrete Methods	3
MATH A420	History of Mathematics	3

- A. Complete 2 additional courses from the following list: MATH A302, ~~MATH A310~~, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, **MATH A426**, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408
- B. All mathematics majors must take a standardized test of knowledge of mathematics approved by the mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
- C. A total of 120 credits is required for the degree, of which 42 credits must be upper division.



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

1a. School or College CB CBPP		1b. Division ADBP		1c. Department Computer Information Systems	
2. Course Prefix CIS	3. Course Number A330	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Database Management Systems Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☒ Other Updated course outline, texts, and bibliography			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with N/A ☐ Stacked with N/A Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Business Administration (BBA) in Management Information Systems (MIS); Associate of Applied Science (AAS) in Business Computer Information Systems (BCIS), Minor in MIS					
14. Coordinate with Affected Units: CS, Faculty Listserve Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Covers principles of database management systems including concepts and design, methods of file organization, data structures, query languages, and micro to client/server database environments. Students will be expected to design and implement a database project during the semester.					
17a. Course Prerequisite(s) (list prefix and number) CIS A185 with a minimum grade of C		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Admission to upper-division standing			
18. ☒ Mark if course has fees standard CBPP lab fee					
19. Justification for Action As part of the CBPP Five Year Curriculum Review Program the course outline, suggested texts, and bibliography were updated.					

Initiator (faculty only)

Date

Approved

Disapproved:

Department Chairperson _____
Date

Approved

Disapproved:

Curriculum Committee Chairperson _____
Date

Approved

Disapproved:

Dean/Director of School/College _____
Date

Approved

Disapproved:

Undergraduate or Graduate
Academic Board Chairperson _____
Date

Approved

Disapproved:

Provost or Designee _____
Date

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

I. Date Initiated February 2, 2007

II. Course Information

College/School: College of Business and Public Policy
Department: Computer Information Systems Department
Program: Bachelor of Business Administration (BBA) in
Management Information Systems (MIS);
Associate of Applied Science (AAS) in Business Computer
Information Systems (BCIS);
Minor in MIS
Course Title: Database Management Systems
Course Number: CIS A330
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6-12 hours outside of class per week x 15 weeks = 90 to 180
hours
Grading Basis: A-F
Course Description:
Covers principles of database management systems including concepts and
design, methods of file organization, data structures, query languages, and micro
to client/server database environments. Students will be expected to design and
implement a database project during the semester.
Course Prerequisites: CIS A185
Registration Restrictions: Admission to upper-division standing.
Fees: Standard CBPP lab fee

III. Course Activities

- A. Lectures and discussions
- B. Guest speakers
- C. In-class exercises

IV. Guidelines for Evaluation

- A. Homework
- B. In-class activities
- C. Quizzes
- D. Exams
- E. Project
- F. Oral presentation
- G. Research paper

V. Course Level Justification

Course requires CIS A185 as prerequisite. Since this course is required for both the associate's and bachelor's degree, it does not require a background in database management systems or a total mastery of all of the tools and methods of the discipline.

VI. Course Outline

- A. Introduction to Structured Query Language (SQL)
- B. The relational model and normalization
- C. Data modeling with the Entity-Relationship Model
- D. Transforming data models into database designs
- E. SQL for database construction and application processing
- F. Database redesign
- G. Managing multi-user databases
- H. Managing databases with contemporary Relational Database Management Systems (RDMS) such as Microsoft Access, Oracle, SQL Server, and MySQL

VII. Suggested Texts

Adamski, Joseph, and Kathleen Finnegan. New Perspectives on Microsoft Office Access 2003, Comprehensive. 2nd edition. Boston, Massachusetts: Course Technology, 2006.

Kroenke, David. Database Processing: Fundamentals, Design, and Implementation. 10th edition. New Jersey: Prentice Hall, 2006.

VIII. Bibliography

Connolly, Thomas, and Carolyn Begg. Database systems: a practical approach to design, implementation, and management. Harlow, England; New York: Addison-Wesley, 2002.

Ramakrishnan, Raghu, and Johannes Gehrke. Database Management Systems. Boston: McGraw-Hill, 2003.

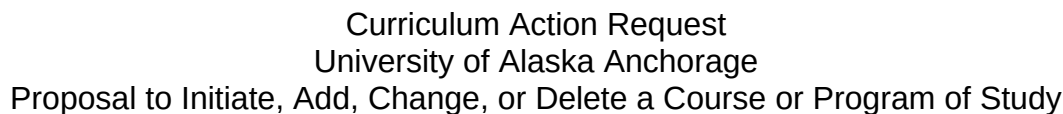
Rob, Peter, and Carlos Coronel. Database systems: design, implementation, and management. Cambridge, MA: Course Technology, 2000.

Watson, Richard. Data Management: Databases and Organizations. New York: Wiley, 2004.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Explain basic file structures, data structures, and physical database design issues.
2. Introduce SQL to define, manipulate, and retrieve data in databases.
3. Present data modeling and normalization concepts, and discuss the use of an Entity-Relationship Diagram (ERD) to design databases.
4. Explain the major database development environments and policies and describe their evolution over time.
5. Discuss database administration and database security issues.
6. Guide students in projects that require the application of database design and development tools that lead to the creation of a database management system.
7. Explain organizational memory management issues.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Discuss different file organizations and understand data structures to evaluate and compare current database systems.	Homework Quizzes Exams
2. Utilize SQL for data definition, data manipulation, and data retrieval.	Homework In-class activities Quizzes Exams
3. Apply data modeling and normalization concepts to design databases using ERD.	Homework In-class activities Quizzes Project Exams
4. Investigate and research the major database development environments and policies.	Research paper Oral presentation
5. Discuss database administration activities and database security issues.	Homework Exams
6. Analyze user requirements to create a database management system.	Project
7. Explain organizational memory management issues.	Homework Exams



_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

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

I. Date Initiated October 28, 2006

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: BBA

Course Title: Personal Finance

Course Number: BA A131

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A – F

Course Description: Introduction to consumer finance. Surveys topics such as family budgeting, income tax fundamentals, consumer credit, home buying and financing, auto financing, insurance, investment fundamentals, estate planning, and retirement planning.

Course Prerequisites: N/A

Registration Restrictions: N/A

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures and discussion
- B. Occasional guest lectures
- C. Personal planning workbook

IV. Guidelines for Evaluation

- A. Homework
- B. Quizzes
- C. Exams
- D. Workbook

V. Course Level Justification

This course is an introduction to the field of consumer finance. It surveys various aspects of career planning, spending and investment choices and retirement planning.

VI. Outline

- A. Introduction to consumer finance
- B. Household budget
- C. Basic tools for consumer finance
- D. Income tax fundamentals
- E. Consumer credit
- F. Home and auto buying and financing

- G. Insurance needs and products
- H. Investment choices
- I. Estate and retirement planning

VII. Suggested Texts

Kapoor, Jack R., Les R. Dlabay and Robert J. Hughes, Personal Finance, 8th Edition.
New York: McGraw-Hill, 2007.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library.

Useful information on personal finance is available on following websites.

www.bloomberg.com

www.businessweek.com

www.consumercredit.com

www.consumerlaw.org

www.irs.gov

www.kiplinger.com

www.marketwatch.com

www.moneycentral.msn.com

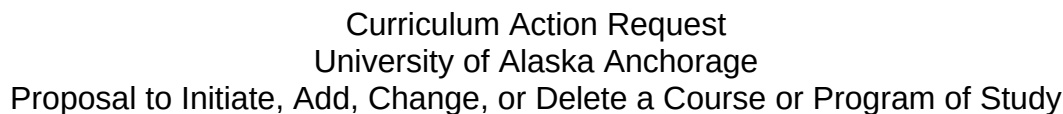
www.mortgage-net.com

www.quicken.com

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Present an overview of consumer finance.
2. Discuss various aspects of household budget including tax planning.
3. Survey basic tools of consumer finance.
4. Discuss home and auto buying and financing options.
5. Discuss different types of consumer credit, costs and related laws.
6. Discuss insurance needs and buying options.
7. Survey investment choices.
8. Discuss retirement and estate planning.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Demonstrate the understanding consumer finance.	Exam or quiz
2. Prepare a hypothetical household budget and discuss tax liabilities.	Workbook
3. Use tools of consumer finance.	Quiz
4. Make house and auto buying decisions.	Workbook or quiz
5. Demonstrate the understanding of benefits and costs of using credit cards and bank loans.	Exam or quiz
6. Describe the role and cost of insurance in risk management.	Exam or quiz
7. Explain investment choices.	Exam or quiz
8. Produce an estate and a retirement plan.	Workbook



_____ Approved _____ Disapproved: _____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

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

I. Date Initiated March 28, 2007

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Certificate, Logistics; Associate of Applied Science, Accounting; Associate of Applied Science, General Business; Associate of Applied Science, Small Business Management; Associate of Applied Science, Computer Systems Technology; Associate of Applied Science, Logistics Operations; Associate of Applied Science, Aviation Administration; Bachelor of Social Work; Bachelor of Science, Aviation Technology, Aviation Management Emphasis; Bachelor of Science, Physical Education, Health & Fitness Leadership; Bachelor of Science, Physical Education, Adventure Leadership
Course Title: Introduction to Business
Course Number: BA A151
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A-F
Course Description: Introduces students to the fundamentals of business. Explores strategies that allow companies to compete in today's interactive, global marketplace. Covers each of the functional areas of business: management, marketing, finance, and accounting. Students gain some valuable critical-thinking, problem-solving, team-building, and communication skills required in modern business environments.
Course Prerequisites: N/A
Registration Restrictions: N/A
Fees: Standard CBPP lab fee

III. Course Activities

- A. Lectures and discussions
- B. In-class exercises
- C. Cases
- D. Guest speakers

IV. Guidelines for Evaluation

- A. Homework
- B. Team exercises
- C. Cases
- D. Tests and quizzes
- E. Final exam

V. Course Level Justification

This is a 100-level course that introduces students to the field of business and helps them build basic business skills and vocabulary. Introduction to Business is a survey course that serves as a foundation for subsequent business courses.

VI. Outline

- A. The Global Business Environment
 - 1. Economic systems and competition
 - a. Impact of allocation of scarce resources on business
 - b. Supply and demand as “the science of choice”
 - 2. Ethics and social responsibility
 - a. Moral rights and duties between the firm and its stakeholders
 - b. Ethical issues concerning relations between different companies
- B. Starting and Growing a Business
 - 1. Forms of business ownership
 - 2. Entrepreneurship
- C. Management
 - 1. Managing and leading human resources
 - 2. Managing organizations
 - 3. Empowerment, teamwork, and communication
 - 4. Production and operations management
 - 5. Labor management issues
- D. Marketing
 - 1. Customer-driven marketing
 - 2. Developing the marketing mix
 - 3. Marketing research
- E. Managing Technology and Information
 - 1. Using technology to manage information
 - 2. Understanding accounting and financial statements
- F. Managing Financial Resources
 - 1. Money and financial institutions
 - 2. Financial management and securities markets

VII. Suggested Text

Boone, Louis E. and David L. Kurtz. *Contemporary Business*. Mason: Thomson South-Western, 2007.

VIII. Bibliography

Eller, Karl. *Integrity is all You've Got: and Seven Other Lessons of the Entrepreneurial Life*. New York: McGraw-Hill, 2005.

Ferrell, O.C., John Fraedrich and Linda Ferrell. *Business Ethics: Ethical Decision Making and Cases*. Boston: Houghton Mifflin Company, 2002.
Inc. New York. <http://www.inc.com>.

Kawasaki, Guy. *The Art of the Start: the Time-tested, Battle-hardened Guide for Anyone Starting Anything*. New York: Portfolio, 2004.

Reis, Al, and Jack Trout. *Positioning: The Battle for Your Mind*. New York: McGraw-Hill, Inc., 2001.

Timm, Paul R. *Customer Service: Career Success Through Customer Satisfaction*. Upper Saddle River: Pearson Education, Inc., 2005.

Trout, Jack. *Differentiate or Die: Survival in our Era of Killer Competition*. New York: John Wiley & Sons, Inc., 2000.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

1. Introduce students to the field of business and distinguish between for-profit and not-for-profit organizations
2. Introduce key topics relating to the complexity of relationships between institutions and human behavior: human resource management, leadership, teamwork, and motivation
3. Explain the concepts of business ethics, social responsibility, and the terms under which ethical rights and duties exist between companies and society
4. Distinguish between microeconomics and macroeconomics and explain the factors that drive demand and supply
5. Explain the importance of international business and the main reasons that nations trade
6. Summarize the three basic forms of business ownership and their advantages and disadvantages
7. Define the term entrepreneur and explain why people choose entrepreneurship
8. Describe management skills, leadership, and strategic planning
9. Explain the importance of human resource management and the functions of human resource managers and unions
10. Describe teamwork and the value of teams to empowering employees
11. Discuss the importance of production and operations management

12. Explain the marketing concept and the basic steps in developing a marketing strategy
13. Explain the concept of the marketing mix: product, pricing, distribution, and promotional strategies
14. Identify marketing research techniques, primary and secondary, used to study consumer behavior and to identify market segments
15. Identify the functions of accounting and its importance to the firm's stakeholders and explain the functions of the three principle financial statements: income statement, balance sheet, and statement of cash flows
16. Discuss how business manage technology and information
17. Explain the responsibilities of a financial manager and describe some sources and uses of short-term and long-terms funds
18. Describe the differences between the primary and secondary securities markets and discuss several types of securities

B. Student Outcomes. The students will be able to:

Task	Assessment Method
1. Describe business ethics and why social responsibility and ethical performance are critical to business success	Quizzes Tests
2. Distinguish between microeconomics and macroeconomics and explain the factors that drive demand and supply to include the impact of scarcity on society overall	Quizzes Tests Team exercises
3. Demonstrate knowledge of the global marketplace and how different cultures conduct business to include how to reap the benefits of working in teams with people from different ethic, lifestyle, and age groups	Homework Tests Team exercises or cases
4. Describe how businesses can be organized and explain entrepreneurial alternatives	Quizzes Tests Homework
5. Explain how today's businesses require strong understanding of interpersonal, group, and cultural dynamics	Quizzes Tests Cases
6. Demonstrate understanding of management and leadership techniques and their impact on interpersonal relations and business performance	Team exercises Tests
7. Define marketing and the elements of the marketing mix and identify aspects of marketing research used to determine how to developing marketing strategies	Tests Cases Homework
8. Explain the role of management information systems and the benefits and challenges of e-commerce	Quizzes Tests

8. Explain the functions of accounting and finance and their value to the firm's stakeholders	Quizzes Tests Exercises or cases
9. Demonstrate ability to integrating business concepts by using critical thinking skills	Tests Final exam Exercises or cases

BA A151 Meets Criteria of the Social Sciences Descriptor

The following is the newly defined social science descriptor broken down into its components. In each case, BA A151 meets components of requirement.

The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data.

Students who complete a general education social sciences course:

- 1. Should be motivated to reflect on the workings of the society of which they are a part and should possess a broad perspective on the diversity of human behavior.**

A significant part of the course focuses on investigating the complexity of human institutions and behavior. Today's successful businesses require a strong understanding of interpersonal, group, and cultural dynamics. Some topics included in human resource management focus specifically on interpersonal relationships in leadership, teamwork, motivation, and communication. In-class exercises complement readings and written assignments. Another component of the course includes options for organizing a business and structuring the internal organization.

- 2. Should be able to distinguish between empirical and non-empirical truth claims.**

Sociology and economics are empirical disciplines that are widely applied in business. Students taking Introduction to Business study the basic economic theories. In addition, while students at the 100-level don't conduct marketing research, they study marketing research technique that employs principles commonly used in other scientific research disciplines, in which a postulate or theory is hypothesized and then either proven or disproven based on observation of causes and effects in a controlled environment. For example, we may discuss a blind taste test to measure consumer preferences for various soft drink formulas as a scientific approach. A non-scientific approach to the same problem would be a shopping mall questionnaire that asked consumers to rate their preferences for various brand name soft drinks. In this example, the consumer's expressed preference can be caused by a number of factors unrelated to the contents of the beverage. In the taste-test environment, the contents of the beverage are the only relevant variable affecting the consumer's choice.

Non-empirical truth claims are discussed when students study ethics: business, economic, and environmental. Topics in relating to business ethics include:

- the aims of which are to determine the fundamental purposes of a company. If a company's main purpose is to maximize the returns to its shareholders, then it could be seen as unethical for a company to consider the interests and rights of anyone else.
- corporate social responsibility an umbrella term under which the ethical rights and duties existing between companies and society is debated.
- regarding the moral rights and duties between a company and its shareholders: fiduciary responsibility, stakeholder concept v. shareholder concept
- ethical issues concerning relations between different companies: e.g. hostile take-overs and industrial espionage
- leadership issues: corporate governance

3. Should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected.

Sociologists and other social scientists study diverse things: from census data on hundreds of thousands of human beings, through the in-depth analysis of the life of a single important person to monitoring what is happening on a street today - or what was happening a few hundred years ago. Students taking Introduction to Business study marketing and the results of research needed to determine target markets. Students are presented with primary and secondary research methods that are needed to describe segmentation bases for consumer and business markets. Discussions also consider whether research yields results which determine whether developing a market segment is merited.

4. Should have an introductory knowledge of social science thinking which includes:

- o observation**
- o empirical data analysis**
- o theoretical models**
- o quantitative reasoning**
- o application to social aspects of contemporary life**

Case studies conducted in class and/or as homework assignments require students use each of the skills listed in descriptor #4.

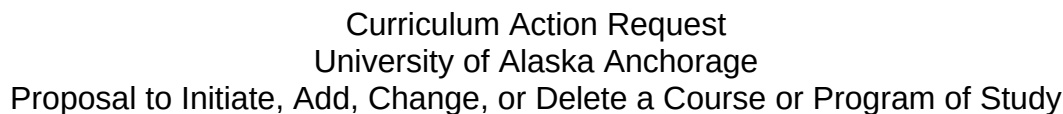
5. A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

Social science approaches include observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. Since Introduction to business is a survey course, students experience social science approaches in numerous ways. Here are a few:

In the marketing component of the course, students talk about market surveys and theoretical models such as the consumer behavior process relating to determining buying behavior.

When students study economics, “the science of choice,” they generalize about human behavior regarding the disparity between limited resources and unlimited, human material wants. They apply economic theory to developing supply and demand curves, and predict economic changes when businesses contradict variance from equilibrium prices.

Pricing strategies necessitate application of breakeven analysis and cost-based pricing. Students use quantitative reasoning skills as well as psychological pricing theories to determine pricing strategies.



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____ Approved ____ Disapproved: Department Chairperson Date	____ Approved ____ Disapproved: Undergraduate or Graduate Academic Board Chairperson Date
____ Approved ____ Disapproved: Curriculum Committee Chairperson Date	____ Approved ____ Disapproved: Provost or Designee Date

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

- I. Date Initiated** March 7, 2007
- II. Course Information**
- College/School:** College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration, Finance – Real Estate and Property Management Concentration
Course Title: Real Estate Principles
Course Number: BA A306
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A - F
Course Description: Surveys all aspects of real estate ownership. Topics covered are: rights and interest in land, forms of ownership, real estate sales contract, mortgages and notes, deeds of trust, sources of financing, and real estate appraisal.
Course Prerequisites: N/A
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee
- III. Course Activities**
- A. Lectures and discussions
B. Guest lecture by industry professionals
C. Multimedia presentations
- IV. Guidelines for Evaluation**
- A. Exam
B. Project
C. Homework
- V. Course Level Justification**
- This is a junior-level class that analyzes various aspects of the real estate ownership. This course requires reasonable algebraic skills, research capabilities, and writing skills.

VI. Outline

- A. An Introduction to Real Estate
- B. Rights and Interests in Land
- C. Forms of Land Ownership and Transferring Title
- D. Real Estate Sales Contract and Deed of Trust
- E. Mortgages and Notes
- F. Sources and Types of Financing
- G. Real Estate Appraisal
- H. Real Estate Institutions

VII. Suggested Text

Real Estate Principles; 10th edition, by Charles J. Jacobus; Thomson South-Western, Mason, OH, 2006.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on real estate industry is available on following websites:

<http://www.alta.org>
<http://www.appraisalinstitute.org>
<http://www.pts.com>
<http://www.caci.com>
<http://www.ccim.com>
<http://www.fha-home-loans.com>
<http://www.fhfb.gov>
<http://www.frbsservices.org>
<http://www.housingzone.com>
<http://www.hud.gov>
<http://www.ired.com>
<http://www.irem.org>
<http://www.jchs.harvard.edu>
<http://www.mbaa.org>
<http://www.nmhc.org>
<http://www.rerc.com>
<http://www.reri.org>
<http://www.shoppingcenters.com>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Present an overview of real estate industry.
2. Discuss the rights and interest in land.
3. Discuss the forms of land ownership and transfer of title.
4. Explain the real estate sales contract and deed of trust.
5. Discuss the mortgages, notes and their market.
6. Discuss the types of financing and sources.
7. Analyze appraisal techniques.
8. Discuss the role of real estate institutions.

B. Student Outcomes Students will be able to:	Assessment Method
1. Assess an individual's interest in land, forms of ownership and transfer of title	Homework or exam
2. Evaluate a real estate sales contract and deed of trust	Homework or exam
3. Demonstrate an understanding of mortgages, notes and their market	Project or homework
4. Demonstrate an understanding of sources and financing of a real estate transaction	Homework or exam
5. Determine the appraised value of a property	Project
6. Evaluate the role of different real estate institutions	Homework or exam



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A315	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Property Management and Marketing Property Mgt. and Mktg.					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program				9. Repeat Status No Limit Max Credits	
☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other				10. Grading Basis ☒ A-F ☐ P/NP ☐ NG	
				11. Implementation Date semester/year From: Fall/2007 To: /9999	
				12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: CBPP, ListServ Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Surveys all aspects of property management and marketing. Topics covered are: residential management, shopping center management, office building management, leases, maintenance, landlord-tenant laws, real estate sales, and marketing.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) CBPP majors must be admitted to upper-division standing.			
18. ☒ Mark if course has fees Standard CBPP computer lab fee					
19. Justification for Action CBPP has received numerous suggestions from industry leaders to offer specialization in real estate. A recent request was accompanied by a generous donation. The real estate specialization is the latest national trend in business education. This course will help those students seeking a career in the real estate industry.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

I. Date Initiated March 7, 2007

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration

Course Title: Property Management and Marketing

Course Number: BA A315

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A - F

Course Description: Surveys all aspects of property management and marketing. Topics covered are: residential management, shopping center management, office building management, leases, maintenance, landlord-tenant laws, real estate sales, and marketing.

Course Prerequisites: N/A

Registration Restrictions: CBPP majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures and discussions
- B. Guest lectures by industry professionals
- C. Multimedia presentations

IV. Guidelines for Evaluation

- A. Exam
- B. Project
- C. Homework

V. Course Level Justification

This is a junior-level class that analyzes various aspects of the property management and marketing. This course requires reasonable algebraic skills, research capabilities, and writing skills.

VI. Outline

- A. Objectives of Property Management and Marketing
- B. Residential Property Management
- C. Shopping Center and Office Building Management
- D. Leases and Landlord-Tenant Laws
- E. Property Maintenance and Human Relations
- F. Advertising and the Communication Process
- G. Sales and Marketing

VII. Suggested Texts

Property Management; 1st edition, by Joseph W. DeCarlo; Thomson South-Western, Mason, OH, 1997.

Real Sales and Marketing; 3rd edition, by Johnnie Rosenauer and John Mayfield; Thomson South-Western, Mason, OH, 2007.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on real estate industry is available on following websites:

<http://www.alta.org>
<http://www.appraisalinstitute.org>
<http://www.apts.com>
<http://www.caci.com>
<http://www.ccim.com>
<http://www.fha-home-loans.com>
<http://www.fhfb.gov>
<http://www.frb services.org>
<http://www.housingzone.com>
<http://www.hud.gov>
<http://www.ired.com>
<http://www.irem.org>
<http://www.jchs.harvard.edu>
<http://www.mb aa.org>
<http://www.nmhc.org>
<http://www.rerc.com>
<http://www.reri.org>
<http://www.shoppingcenters.com>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Present an overview of property management and marketing.
2. Discuss the management of residential properties.
3. Discuss the management of shopping centers and office buildings.
4. Explain different types of leases and landlord-tenant laws.
5. Discuss property marketing and sales.
6. Discuss property maintenance and human resource management.
7. Analyze advertising and communication options.

B. Student Outcomes Students will be able to:	Assessment Method
1. Evaluate the management of residential properties	Homework or exam
2. Evaluate the management of shopping centers and office buildings	Homework or exam
3. Demonstrate an understanding of property leases and landlord-tenant laws	Homework or exam
4. Demonstrate an understanding of property maintenance and human relation management	Homework or exam
5. Design marketing, advertising, and sales campaigns	Project
6. Evaluate the performance of a property manager	Project or exam



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A320	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Real Estate Finance					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program			9. Repeat Status No Limit Max Credits		
☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Business Administration, Finance - Real Estate and Property Management Concentration					
14. Coordinate with Affected Units: CBPP, ListServ Department, School, or College					
Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Surveys all aspects of the real estate finance. Topics covered are: interest rates, mortgages, federal housing policies, secondary mortgage markets, leverage and property, taxation, and real estate in a portfolio context.					
17a. Course Prerequisite(s) (list prefix and number) BA A131 or BA A306		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) CBPP majors must be admitted to upper-division standing.			
18. ☒ Mark if course has fees Standard CBPP computer lab fee					
19. Justification for Action CBPP has received numerous suggestions from industry leaders to offer specialization in real estate. A recent request was accompanied by a generous donation. The real estate specialization is the latest national trend in business education. This course will help those students seeking a career in the real estate industry.					

_____ Initiator (faculty only) Date	_____ Approved _____ Disapproved: _____ Dean/Director of School/College Date
_____ Approved _____ Disapproved: _____ Department Chairperson Date	_____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date
_____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson Date	_____ Approved _____ Disapproved: _____ Provost or Designee Date

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

- I. Date Initiated** March 7, 2007
- II. Course Information**
- College/School:** College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration, Finance - Real Estate and Property Management Concentration
Course Title: Real Estate Finance
Course Number: BA A320
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A - F
Course Description: Surveys all aspects of the real estate finance. Topics covered are: interest rates, mortgages, federal housing policies, secondary mortgage markets, leverage and property valuation, taxation, and real estate in a portfolio context.
Course Prerequisites: BA A131 or BA A306
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee
- III. Course Activities**
- A. Lectures and discussions
B. Guest lectures by industry professionals
C. Multimedia presentations
- IV. Guidelines for Evaluation**
- A. Exam
B. Project
C. Homework
- V. Course Level Justification**
- This is a junior-level class that analyzes various aspects of the real estate finance. This course requires reasonable algebraic skills, research capabilities, and writing skills.

VI. Outline

- A. Money, Credit, and the Determination of Interest Rates
- B. Mortgage Instruments
- C. Secondary Mortgage Markets
- D. Federal Housing Policies
- E. Leverage and Property Valuation
- F. Real Estate Taxation
- G. Real Estate Investment in a Portfolio Context

VII. Suggested Text

Real Estate Finance: Theory and Practice; 5th edition, by Terrence M. Clauretie and G. Stacy Sirmans; Thomson South-Western, Mason, OH, 2006.

VIII. Bibliography

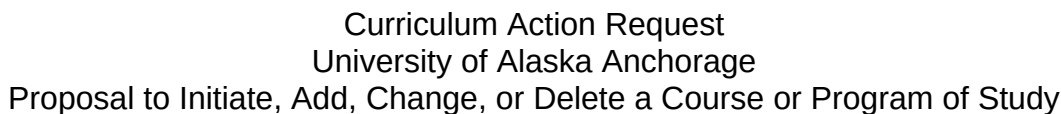
Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on real estate industry is available on following websites:

<http://www.alta.org>
<http://www.appraisalinstitute.org>
<http://www.apts.com>
<http://www.caci.com>
<http://www.ccim.com>
<http://www.fha-home-loans.com>
<http://www.fhfb.gov>
<http://www.frb services.org>
<http://www.housingzone.com>
<http://www.hud.gov>
<http://www.ired.com>
<http://www.irem.org>
<http://www.jchs.harvard.edu>
<http://www.mbaa.org>
<http://www.nmhc.org>
<http://www.rerc.com>
<http://www.reri.org>
<http://www.shoppingcenters.com>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Present an overview of interest rate determination.
2. Discuss different mortgage instruments.
3. Analyze secondary mortgage securities and their markets.
4. Explain federal housing policies.
5. Analyze leverage and property valuation.
6. Examine real estate taxation.
7. Analyze real estate investment in a portfolio context.

B. Student Outcomes Students will be able to:	Assessment Method
1. Evaluate interest rate fluctuations and its impact on property value	Homework or exam
2. Evaluate primary and secondary mortgage market securities and their markets	Homework or exam
3. Demonstrate an understanding of federal housing policies	Homework or exam
4. Analyze the impact of leverage on property valuation	Project or exam
5. Calculate tax liabilities on a real estate income or capital gains	Homework or exam
6. Evaluate the performance of a real estate investment in a portfolio context	Project or exam

136

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

I. Date Initiated February 15, 2007

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration

Course Title: Corporate Finance

Course Number: BA A325

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A - F

Course Description: Surveys the practice of corporate finance. Topics covered are: financial statements analysis, valuation of securities, capital budgeting, risk and return, cost of capital, capital structure, and working capital management.

Course Prerequisites: BA A273

Registration Restrictions: CBPP majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lectures and discussions

B. Mini-case analyses

C. Multimedia presentations

IV. Guidelines for Evaluation

A. Quiz

B. Homework

C. Exam

V. Course Level Justification

This is a junior-level class that analyzes various aspects of the financial management of a corporation. Prior knowledge of introductory accounting, macroeconomics, microeconomics, and statistics is essential for understanding the concepts presented in class.

VI. Outline

- A. An Introduction to Financial Management
- B. Financial Statements, Taxes, and Cash Flows
- C. Financial Markets, Institutions, and Interest Rates
- D. Time Value and Security Valuation
- E. Risk and Rate of Return
- F. Capital Budgeting Decisions
- G. Sources and Costs of Long-Term Financing
- H. Global Financial Management

VII. Suggested Text

Essentials of Corporate Finance; 6th edition, by Stephen A. Ross, Randolph W. Westerfield and Bradford D. Jordan; McGraw-Hill Irwin, 2007.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on corporate finance is available on following websites.

<http://news.ft.com/home/us>

<http://online.barrons.com/public/us>

<http://online.wsj.com/public/us>

<http://www.amex.com>

<http://www.businessweek.com>

<http://www.cbt.com>

<http://www.federalreserve.gov>

<http://www.forbes.com>

<http://www.fortune.com/fortune>

<http://www.nasdaq.com>

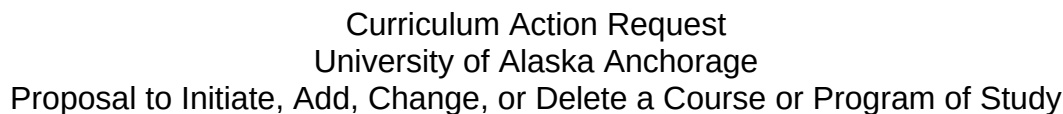
<http://www.nyse.com>

<http://www.sec.gov>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Present an overview of financial management.
2. Discuss the use of financial statement analysis in assessing the strength and weakness of a firm.
3. Discuss the workings of the financial markets and its participants.
4. Explain the concept of compounding, present value and future value of a cash flows sequence.
5. Discuss the issuance and valuation of corporate securities.
6. Discuss the risk return trade off and the portfolio risk.
7. Analyze a capital project.
8. Discuss the global dimensions of financial decisions.

B. Student Outcomes Students will be able to:	Assessment Method
1. Assess alternate forms of business organizations	Quiz, homework, or exam
2. Evaluate financial statements as they relate to business profitability and cash flows	Quiz, homework, or exam
3. Demonstrate an understanding of financial markets, institutions and interest rates	Quiz, homework, or exam
4. Formulate the risk and return trade off relationships	Quiz, homework, or exam
5. Determine the intrinsic value of common stocks, bonds, and hybrid securities	Quiz, homework, or exam
6. Evaluate capital projects and sources of financing	Quiz, homework, or exam



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____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

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

I. Date Initiated October 28, 2006

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: BBA

Course Title: Investment Management

Course Number: BA A380

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A – F

Course Description: An introductory course in investment management covering valuations and techniques of investment in financial securities. Evaluates investment choices including: common stock, preferred stock, bonds, convertibles, mutual funds, closed end funds, hedge funds, and private equity.

Prerequisites: BA A325

Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures and discussion
- B. Occasional guest lectures
- C. Spreadsheet exercises

IV. Guidelines for Evaluation

- A. Homework
- B. Quiz
- C. Exam
- D. Spreadsheet exercise

V. Course Level Justification

It is a survey of investment theories, choices, and valuation models. Traditionally, it is considered a junior-level course in business programs at other universities.

VI. Outline

- A. Financial security and trading
- B. Mutual funds and investment companies
- C. Risk-return trade-off

- D. Efficient Market Hypothesis
- E. Capital Asset Pricing and APT
- F. Stock and bond valuation
- G. International investing

VII. Suggested Texts

Bodie, Zvi, Alex Kane and Alan J. Marcus, Essentials of Investment, 6th Edition. New York: McGraw-Hill, 2007.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on investment is available on following websites.

<http://news.ft.com/home/us>
<http://online.barrons.com/public/us>
<http://online.wsj.com/public/us>
<http://www.amex.com>
<http://www.businessweek.com>
<http://www.cbt.com>
<http://www.federalreserve.gov>
<http://www.forbes.com>
<http://www.fortune.com/fortune>
<http://www.nasdaq.com>
<http://www.nyse.com>
<http://www.sec.gov>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Survey financial securities and their trading.
2. Discuss the workings of investment companies and their products.
3. Analyze risk-return trade-off opportunities.
4. Discuss Efficient Market Hypothesis and implication for investors.
5. Discuss alternate pricing models and their usage and limitations.
6. Discuss stock and bond valuation models and portfolio formation.
7. Discuss the advantages and disadvantages of international investment.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Demonstrate understanding of security trading.	Exam or quiz
2. Differentiate between different products offered by mutual funds and investment companies.	Exam or quiz
3. Analyze risk-return trade-offs.	Homework or spreadsheet exercise
4. Explore market inefficiencies and discover arbitrage profits.	Homework or Spreadsheet exercise
5. Demonstrate understanding of asset pricing models and their application.	Exam or spreadsheet exercise
6. Value stocks, bonds, and hybrid securities.	Exam or spreadsheet exercise
7. Analyze the benefits of international investing.	Exam, homework or quiz



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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department Business Administration	
2. Course Prefix BA	3. Course Number A385	4. Previous Course Prefix & Number BA A425		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Advanced Corporate Finance Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☒ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other ☒ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Business Administration, Finance – Investment Concentration					
14. Coordinate with Affected Units: CBPP and Listserv Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Advanced course in corporate finance presenting analytical techniques and concepts. Includes multifactor asset pricing models, free cash flow and corporate valuation, capital budgeting risk analysis and real options, capital structure theory, mergers, and corporate bankruptcies.					
17a. Course Prerequisite(s) (list prefix and number) BA A325		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) CBPP majors must be admitted to upper-division standing.			
18. ☒ Mark if course has fees Standard CBPP Computer lab fee					
19. Justification for Action CCG update, minor change in course description, and renumbering to 300-level.					

Initiator (faculty only) Date

Approved

Disapproved: _____
Department Chairperson Date

Approved

Disapproved: _____
Curriculum Committee Chairperson Date

Approved

Disapproved: _____
Dean/Director of School/College Date

Approved

Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved

Disapproved: _____
Provost or Designee Date

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

I. Date Initiated February 15, 2007

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration, Finance – Investment
Concentration

Course Title: Advanced Corporate Finance

Course Number: BA A385

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A – F

Course Description: Advanced course in corporate finance presenting analytical techniques and concepts. Includes multifactor asset pricing models, free cash flow and corporate valuation, capital budgeting risk analysis and real options, capital structure theory, mergers, and corporate bankruptcies.

Prerequisites: BA A325

Registration Restrictions: CBPP majors must be admitted to upper-division standing

Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lectures and discussion

B. Guest lecturers

C. Valuation project

IV. Guidelines for Evaluation

A. Homework

B. Quiz

C. Exam

D. Spreadsheet exercise

V. Course Level Justification

This is an advanced course in corporate finance that requires integration of knowledge acquired in 200-level accounting and economics courses and in the introductory course in corporate finance. Traditionally this course is offered as a 300-level course at other institutions.

VI. Outline

- A. Multifactor Asset Pricing Model
- B. Free Cash Flow and Corporate Valuation
- C. Risk Analysis in Capital Budgeting
- D. Real Options
- E. Capital Structure Theories
- F. Financing with Convertible Securities
- G. Mergers and Acquisitions
- H. Corporate Bankruptcies

VII. Suggested Text

Brigham, Eugene F. and Phillip R. Daves, Intermediate Financial Management, 9th edition, Mason, Ohio, Thomson South-Western, 2006.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on corporate finance is available on following websites.

<http://news.ft.com/home/us>

<http://online.barrons.com/public/us>

<http://online.wsj.com/public/us>

<http://www.amex.com>

<http://www.businessweek.com>

<http://www.cbt.com>

<http://www.federalreserve.gov>

<http://www.forbes.com>

<http://www.fortune.com/fortune>

<http://www.nasdaq.com>

<http://www.nyse.com>

<http://www.sec.gov>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Present multifactor asset pricing models.
2. Discuss free cash and corporate valuation.
3. Discuss risk analysis in capital budgeting.
4. Discuss real options.
5. Present capital structure theories.
6. Discuss financing with convertible and hybrid securities.
7. Analyze mergers and acquisitions.
8. Discuss corporate bankruptcy.

B. Student Outcomes Students will be able to:	Assessment Method
1. Compare different multifactor models	Exam, homework, or quiz
2. Estimate the value of an enterprise	Spreadsheet exercises
3. Evaluate the risk associated with a new capital project	Exam, homework, or quiz
4. Demonstrate an understanding of real options	Exam, homework, or quiz
5. Evaluate different capital structure theories	Exam, homework, and quiz
6. Analyze hybrid financing	Spreadsheet exercises
7. Analyze mergers and acquisitions	Exam, homework, and quiz
8. Analyze bankruptcies	Exam, homework, and quiz



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A395	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (0+9)
6. Complete Course/Program Title Property Management Internship					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status No Limit Max Credits		
			10. Grading Basis ☐ A-F ☒ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: / 9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: CBPP, ListServ Department, School, or College Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Integrates classroom knowledge with supervised work experience in the property management and related real estate environment.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Permission of faculty internship coordinator.			
18. ☒ Mark if course has fees Career Services administration fee and standard CBPP computer lab fee					
19. Justification for Action CBPP has received numerous suggestions from industry leaders to offer specialization in real estate. A recent request was accompanied by a generous donation. The real estate specialization is the latest national trend in business education. This internship will help those students seeking a career in the real estate industry.					

____ Approved
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Initiator (faculty only) Date

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____ Disapproved: _____
Department Chairperson Date

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____ Disapproved: _____
Curriculum Committee Chairperson Date

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____ Disapproved: _____
Dean/Director of School/College Date

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____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

I. Date Initiated February 15, 2007.

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration

Course Title: Property Management Internship

Course Number: BA A395

Credits: 3

Contact Hours: 5 hours with: 15-20 hours on the job per week x 15 weeks
= 275 hours

Grading Basis: P/NP

Course Description: Integrates classroom knowledge with supervised work experience in the property management and related real estate environment.

Course Prerequisites: N/A

Registration Restrictions: Permission of faculty internship coordinator.

Fees: Career Services administration fee and standard CBPP computer lab fee

III. Course Activities

- A. Work experience in an approved position with supervision and training in various phases of business
- B. Specific activities are developed and approved by employer, faculty, student, and the Career Services Center
- C. Each internship must include a Learning Agreement which includes:
 - 1. Learning objectives to be accomplished
 - 2. How objectives will be accomplished
 - 3. How achievement of objectives will be evaluated

IV. Guidelines for Evaluation

- A. Final technical report
- B. Employer evaluations:
 - 1. Midway conference call and evaluation
 - 2. Final evaluation
- C. Completion of required hours on the job.

V. Course Level Justification

Students will learn new business skills contingent on their academic majors and on the business in which they want to be employed. BA A395 requires students to apply the knowledge achieved during the two years of college study to a work environment.

VI. Outline

- A. Overview of the Internship Program
 - 1. Clarify student's occupational interests
 - 2. Develop updated resume
 - 3. Meet with the BA Faculty Internship Coordinator and a Career Services Center (CSC) representative
 - 4. Attend program orientation
- B. Interview Process and Selection
 - 1. Review proper interviewing technique
 - 2. Interview with the potential employer
- C. Training Goals and Learning Objectives
 - 1. Develop learning objectives with help of the CSC and Internship Coordinator
 - 2. Meet with faculty advisor to review learning objectives for approval

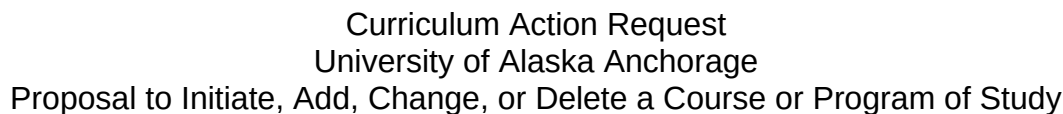
VII. Suggested Texts N/A

VIII. Bibliography N/A

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Meet with students and help them explore occupational interests and offer insight into various CSC program positions and job requirements
2. Help students develop an updated resume
3. Help the student prepare for the Student/Employer Interview
4. With the CSC representative and employer, develop the learning objectives that include specific academic content
5. Support the student during the internship and help the student develop attitudes and work habits pertinent to successful job performance
6. Meet (either in person or via teleconference) with the CSC representative, employer, and student to discuss the student's job performance

B. Student Outcomes. Students will be able to:	Assessment Method
1. Perform job tasks effectively	Mid-way evaluation Final evaluation Completion of the required hours on the job
2. Complete assigned tasks	Mid-way evaluation Final evaluation
3. Accept responsibility to work independently and cooperatively in teams	Mid-way evaluation Final evaluation
4. Demonstrate effective written communication skills	Technical report
5. Practice good work ethic	Mid-way evaluation Final evaluation



Initiator (faculty only)		Date
☐ Approved ☐ Disapproved: _____		
Department Chairperson		Date
☐ Approved ☐ Disapproved: _____		
Curriculum Committee Chairperson		Date

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

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

_____ Approved
 _____ Disapproved: _____
 Provost or Designee Date

152

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

I. Date Initiated March 7, 2007

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration

Course Title: Real Estate Appraisal

Course Number: BA A431

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A - F

Course Description: Surveys all aspects of the real estate appraisal. Topics covered are: appraisal process, real estate economics, property inspection, sales comparison approach, cost approach, income approach, reporting appraisal opinion, and the professional appraiser.

Course Prerequisites: BA A306

Registration Restrictions: CBPP majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures and discussions
- B. Guest lectures by industry professionals
- C. Multimedia presentations

IV. Guidelines for Evaluation

- A. Exam
- B. Project
- C. Homework

V. Course Level Justification

This is a senior-level class that analyzes various aspects of the real estate appraisal. This course requires reasonable analytical skills, research capabilities, and writing skills.

VI. Outline

- A. Formal Appraisal Process
- B. Real Estate Economics and Property Valuation
- C. Property Inspection
- D. Sales Comparison Approach
- E. Income and Cost Approach
- F. Reporting Appraisal Opinion
- G. Professional Appraiser

VII. Suggested Text

Basic Real Estate Appraisal; 6th edition, by Richard M. Betts and Silas M. Ely;
Thomson South-Western, Mason, OH, 2005.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on real estate industry is available on following websites:

<http://www.alta.org>
<http://www.appraisalinstitute.org>
<http://www.apts.com>
<http://www.caci.com>
<http://www.ccim.com>
<http://www.fha-home-loans.com>
<http://www.fhfb.gov>
<http://www.frb services.org>
<http://www.housingzone.com>
<http://www.hud.gov>
<http://www.ired.com>
<http://www.irem.org>
<http://www.jchs.harvard.edu>
<http://www.mbaa.org>
<http://www.nmhc.org>
<http://www.rerc.com>
<http://www.reri.org>
<http://www.shoppingcenters.com>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Present an overview of formal appraisal process.
2. Discuss real estate economics and property valuation.
3. Explain different elements of property inspection.
4. Analyze sales comparison approach.
5. Analyze cost and income capitalization.
6. Examine the process of reporting appraisal opinions.
7. Discuss the role of a professional appraiser.

B. Student Outcomes Students will be able to:	Assessment Method
1. Demonstrate an understanding of formal appraisal process	Homework or exam
2. Analyze real estate economics and property valuation	Homework or exam
3. Analyze different elements of property inspection	Homework or exam
4. Analyze the sales comparison, cost, and income capitalization approach	Project
5. Prepare an appraisal opinions on a property	Project
6. Evaluate the role of a professional appraiser	Homework or exam



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A432	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Real Estate Law Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status No Limit Max Credits 10. Grading Basis ☒ A-F ☐ P/NP ☐ NG 11. Implementation Date semester/year From: Fall/2007 To: /9999 12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: CBPP, ListServ Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Surveys all aspects of the real estate law. Topics covered are: legal system; scope of real property; types of ownership; real estate contracts; title and insurance; financing, closing and taxation; landlord and tenants; and environmental law and regulation.					
17a. Course Prerequisite(s) (list prefix and number) BA A241 or JUST A241		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) CBPP majors must be admitted to upper-division standing.			
18. ☒ Mark if course has fees Standard CBPP computer lab fee					
19. Justification for Action CBPP has received numerous suggestions from industry leaders to offer specialization in real estate. A recent request was accompanied by a generous donation. The real estate specialization is the latest national trend in business education. This course will help those students seeking a career in the real estate industry.					

Initiator (faculty only) Date

Approved

Disapproved: _____
Department Chairperson Date

Approved

Disapproved: _____
Curriculum Committee Chairperson Date

Approved

Disapproved: _____
Dean/Director of School/College Date

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Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved

Disapproved: _____
Provost or Designee Date

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

I. Date Initiated March 7, 2007

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration

Course Title: Real Estate Law

Course Number: BA A432

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A - F

Course Description: Surveys all aspects of the real estate law. Topics covered are: legal system; scope of real property; types of ownership; real estate contracts; title and insurance; financing, closing and taxation; landlord and tenants; and environmental law and regulation.

Course Prerequisites: BA A241 or JUST A241

Registration Restrictions: CBPP majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures and discussions
- B. Guest lectures by industry professionals
- C. Multimedia presentations

IV. Guidelines for Evaluation

- A. Exam
- B. Case
- C. Homework

V. Course Level Justification

This is a senior-level class that analyzes various aspects of the real estate law. This course requires reasonable analytical skills, research capabilities, and writing skills.

VI. Outline

- A. Legal System and Nature of Property
- B. Scope of Real Property
- C. Types of Ownership
- D. Real Estate Contract
- E. Title and Insurance
- F. Financing, Closing and Taxation
- G. Landlord and Tenant
- H. Environmental Law and Regulation

VII. Suggested Text

Real Estate Law; 7th edition, by Marianne M. Jennings; Thomson South-Western, Mason, OH, 2005.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on real estate industry is available on following websites:

<http://www.alta.org>
<http://www.appraisalinstitute.org>
<http://www.pts.com>
<http://www.caci.com>
<http://www.ccim.com>
<http://www.fha-home-loans.com>
<http://www.fhfb.gov>
<http://www.frb services.org>
<http://www.housingzone.com>
<http://www.hud.gov>
<http://www.ired.com>
<http://www.irem.org>
<http://www.jchs.harvard.edu>
<http://www.mbaa.org>
<http://www.nmhc.org>
<http://www.rerc.com>
<http://www.reri.org>
<http://www.shoppingcenters.com>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Present an overview of the legal system.
2. Discuss scope of real property and types of ownership.
3. Explain real estate contracts.
4. Analyze title and insurance regulations.
5. Analyze legal aspects of financing, closing, and taxation.
6. Examine landlord and tenant regulations.
7. Discuss environmental laws and regulations.

B. Student Outcomes Students will be able to:	Assessment Method
1. Demonstrate an understanding of the legal system	Homework or exam
2. Analyze the scope of real property and types of ownership	Homework or exam
3. Analyze real estate contracts, title, and insurance regulation	Case or exam
4. Analyze the legal aspects of financing, closing, and taxation	Homework or exam
5. Analyze landlord and tenant regulations	Case or homework
6. Analyze environmental laws and regulations	Case or exam



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A451	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Security Analysis and Portfolio Theory Security & Portfolio Analysis Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status No Limit Max Credits 10. Grading Basis ☒ A-F ☐ P/NP ☐ NG 11. Implementation Date semester/year From: Fall/2007 To: /9999 12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: CBPP, ListServ Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Advanced course in investment management covering problems and process of evaluating a particular stock. Discusses portfolio construction and management. Analyzes performance evaluation using fundamental, technical, and behavioral models and applies it to the portfolio project.					
17a. Course Prerequisite(s) (list prefix and number) BA A380		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.			
18. ☒ Mark if course has fees Standard CBPP computer lab fee					
19. Justification for Action Over \$60 billion Alaskan funds are managed by outside Alaska money managers. Frequently, CBPP receives suggestions from the business leaders that we should develop a curriculum that will prepare students with advanced money management skills. This elective course will partially fulfill that need.					

____ Approved
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 Initiator (faculty only) Date

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 ____ Disapproved: _____
 Department Chairperson Date

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 ____ Disapproved: _____
 Curriculum Committee Chairperson Date

____ Approved
 ____ Disapproved: _____
 Dean/Director of School/College Date

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 ____ Disapproved: _____
 Undergraduate or Graduate
 Academic Board Chairperson Date

____ Approved
 ____ Disapproved: _____
 Provost or Designee Date

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

I. Date Initiated October 28, 2006

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: BBA

Course Title: Security Analysis and Portfolio Theory

Course Number: BA A451

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A – F

Course Description: Advanced course in investment management covering problems and process of evaluating a particular stock. Discusses portfolio construction and management. Analyzes performance evaluation using fundamental, technical, and behavioral models and applies it to the portfolio project.

Prerequisites: BA A380

Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lectures and discussions

B. Occasional guest lectures

C. Portfolio construction and management using Stock Trak[®]

IV. Guidelines for Evaluation

A. Homework

B. Quiz

C. Exam

D. Portfolio project

V. Course Level Justification

This is an advanced course in investment that requires integration of knowledge acquired in 300-level finance courses. The course includes an investment capstone project.

VI. Outline

A. Portfolio theory

B. Security analysis and valuation models

C. Macroeconomic and industry analysis

D. Financial statement analysis

- E. Portfolio construction and management
- F. Portfolio performance evaluation
- G. Passive investment and indexing
- H. Behavioral finance and technical analysis

VII. Suggested Texts

Bodie, Zvi, Alex Kane and Alan J. Marcus, *Investments* 5th Edition. New York: McGraw-Hill, 2005.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Useful information on finance is available on following websites.

<http://news.ft.com/home/us>

<http://online.barrons.com/public/us>

<http://online.wsj.com/public/us>

<http://www.amex.com>

<http://www.businessweek.com>

<http://www.cbt.com>

<http://www.federalreserve.gov>

<http://www.forbes.com>

<http://www.fortune.com/fortune>

<http://www.nasdaq.com>

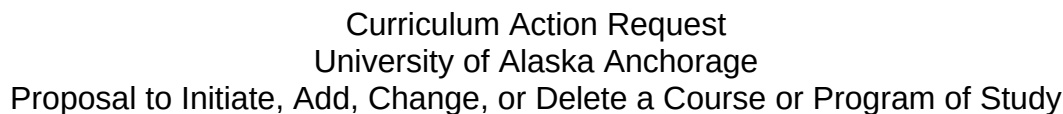
<http://www.nyse.com>

<http://www.sec.gov>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals.
The instructor will:
1. Discuss portfolio theory and its application.
2. Analyze securities for portfolio construction.
3. Discuss the use of financial statement analysis in selecting a stock.
4. Discuss the use of Stock Trak [®] in constructing a portfolio.
5. Discuss various portfolio evaluation techniques.
6. Discuss active portfolio construction and passive indexing strategies.
7. Discuss the importance of technical analysis and behavioral finance in stock selection.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Demonstrate understanding of portfolio theory.	Homework, exam, or quiz
2. Select appropriate stocks for the portfolio.	Portfolio project
3. Construct stock portfolio and observe its value using Stock Trak. ©	Portfolio project
4. Evaluate the performance of the portfolio over a given holding period using different evaluation criteria.	Portfolio project
5. Compare portfolio performance against passive investment strategies.	Exam or quiz
6. Use technical analysis to select a stock and evaluate its performance.	Exam or quiz
7. Analyze the role of behavioral finance in stock selection.	Exam



☐ Approved
☐ Disapproved: _____
 _____ Provost or Designee _____ Date

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

I. Date Initiated October 28, 2006

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: BBA

Course Title: Financial Derivatives

Course Number: BA A452

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A – F

Course Description: Advanced course in investment management on financial derivatives. Covers options, futures, options on futures, swap markets, and their use in managing interest rate risk and foreign exchange risk.

Prerequisites: BA A325

Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lecture and discussion
- B. Occasional guest speakers
- C. Spreadsheet exercises

IV. Guidelines for Evaluation

- A. Homework
- B. Quiz
- C. Exam
- D. Spreadsheet exercise

V. Course Level Justification

This is an advanced course in financial investment and risk management. The course requires that students integrate knowledge acquired in 300-level finance courses.

VI. Outline

- A. Introduction to financial derivatives
- B. Options, futures, and swaps markets
- C. Valuation of options, futures, and swaps
- D. Interest rate futures, options, and options on futures

- E. Stock index futures, options, and options on futures
- F. Currency futures and options
- G. Exotic options, swaps, and financial engineering
- H. Use of derivative in risk management

VII. Suggested Texts

Hull, John C., Options, Futures and Other Derivatives, 6th edition, New Jersey: Pearson Prentice Hall, 2006.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Other useful information on investment is available on following websites:

<http://news.ft.com/home/us>

<http://online.barrons.com/public/us>

<http://online.wsj.com/public/us>

<http://www.amex.com>

<http://www.businessweek.com>

<http://www.cbt.com>

<http://www.federalreserve.gov>

<http://www.forbes.com>

<http://www.fortune.com/fortune>

<http://www.nasdaq.com>

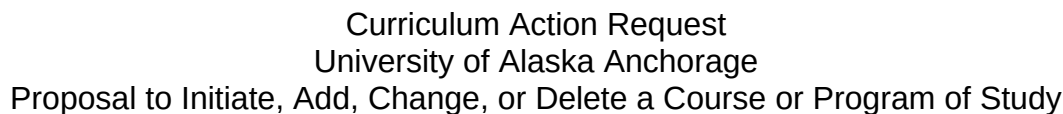
<http://www.nyse.com>

<http://www.sec.gov>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Discuss financial derivatives.
2. Discuss options, futures, options on futures, and swaps markets.
3. Discuss interest rate risk and its management.
4. Discuss the valuation of financial derivatives.
5. Discuss equity market risk management and portfolio insurance.
6. Discuss financial engineering and analyze exotic options.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Demonstrate understanding of financial derivatives and their markets.	Exam, homework or quiz
2. Calculate the value of an option using Black-Scholes model.	Spreadsheet exercise
3. Calculate the value of an option using the risk neutral Binomial model.	Spreadsheet exercise
4. Hedge a stock portfolio using stock index derivatives.	Spreadsheet exercise
5. Hedge foreign currency denominated cash flows.	Spreadsheet exercise
6. Demonstrate an understanding of exotic derivatives.	Exam, homework or quiz



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

I. Date Initiated October 28, 2006

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: BBA

Course Title: Bond Market Analysis

Course Number: BA A453

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A – F

Course Description: Advanced course in investment management covering fixed income securities. Covers bond fundamental, types of debt instruments, term structure of interest rates, interest rate risks and its management, bond portfolio management, indexing, and performance evaluation.

Prerequisites: BA A325

Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lecture and discussion
- B. Occasional guest speakers
- C. Bond portfolio project using Bloomberg[®] database

IV. Guidelines for Evaluation

- A. Homework
- B. Quiz
- C. Exam
- D. Portfolio project

V. Course Level Justification

This is an advanced course in bond investment and analysis that requires integration of knowledge acquired in 300-level finance courses. The course includes a project on bond portfolio analysis.

VI. Outline

- A. Introduction to fixed income investment
- B. Bond fundamentals
- C. Term structure of interest rates
- D. Types of debt instruments

- E. Bond portfolio management
- F. Indexing
- G. Liability funding strategies
- H. Performance measurement and evaluation

VII. Suggested Texts

Fabozz, Frank J. Bond Markets, Analysis and Strategies, 6th edition, New Jersey: Pearson Prentice Hall, 2007.

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in UAA consortium library and Loussac Library. Use the Bloomberg[®] database available at a local money management firm. Other useful information on investment is available on following websites:

<http://news.ft.com/home/us>

<http://online.barrons.com/public/us>

<http://online.wsj.com/public/us>

<http://www.amex.com>

<http://www.businessweek.com>

<http://www.cbt.com>

<http://www.federalreserve.gov>

<http://www.forbes.com>

<http://www.fortune.com/fortune>

<http://www.nasdaq.com>

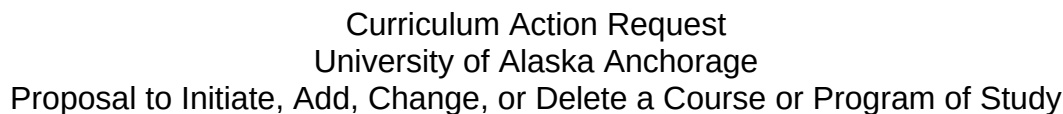
<http://www.nyse.com>

<http://www.sec.gov>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals.
The instructor will:
1. Present an overview of fixed income investment.
2. Discuss the role of bond investment in an investor's portfolio.
3. Discuss the passive and active investment strategies.
4. Discuss different investor groups and their investment objectives.
5. Discuss risk-return trade-off, portfolio risk, and rebalancing.
6. Discuss various bond portfolio evaluation techniques and indexing.
7. Present an analysis of fixed income portfolio.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Assess the role of fixed income investment in asset allocation.	Exam, homework, or quiz
2. Evaluate different types of bonds and related products.	Exam, homework, or quiz
3. Demonstrate understanding of bond and related product valuations.	Exam, homework, or quiz
4. Evaluate interest rate risk associated with different types of bond.	Exam, homework, or quiz
5. Evaluate different techniques of interest rate risk management.	Exam, homework, and quiz
6. Construct a bond portfolio and select an appropriate index for comparison.	Portfolio project
7. Analyze the performance of the bond portfolio	Portfolio project



_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

Catalog Copy (changes)

Finance Major

~~Complete the following requirements. The following All~~ courses must be completed with a “C” or better prior to graduating. ÷

I. Investment Concentration (30 credits)

A. Complete the following:

BA A242	Business Law II	3
BA A375	Statistics for Business and Economics	3
	Or	
ECON A429	Business Forecasting	
BA A425 ~~385~~	Advanced Corporate Financial Problems	3
~~BA A426~~	~~Financial Institutions (3)~~	
~~BA A427~~	~~International Finance (3)~~	
BA A450 ~~380~~	Investment Management	3

B. Complete at least 9 credits from the following: 9-18

BA A320	Real Estate Finance	3
BA A426	Financial Institutions	3
BA A427	International Finance	3
BA A451	Security Analysis and Portfolio Theory	3
BA A452	Financial Derivatives	3
BA A453	Bond Market Analysis	3

~~C. The following courses must be completed with a “C” or better prior to graduation~~ Complete 0-9 credits of upper-division business electives
(~~At least 9 0-6 credits, any combination, must be in ECON, ACCT, or Real Estate).~~

II. Real Estate and Property Management Concentration (30 credits)

A. Complete the following:

BA A131	Personal Finance	3
BA A242	Business Law II	3
BA A306	Real Estate Principles	3
BA A320	Real Estate Finance	3

B. Complete at least 9 credits from the following: 9-18

BA A316	Property Management and Marketing
BA A395	Internship in Property Management
BA A426	Financial Institutions
BA A431	Real Estate Appraisal
BA A432	Real Estate Law
ECON A415	Urban and Regional Economics

C. Complete 0-9 credits upper-division business electives 9-0

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

Catalog Copy

Finance Major

All courses must be completed with a “C” or better prior to graduating.

I. Investment Concentration (30 credits)

A. Complete the following:

BA A242	Business Law II	3
BA A375	Statistics for Business and Economics	3
	Or	
ECON A429	Business Forecasting	
BA A385	Advanced Corporate Finance	3
BA A380	Investment Management	3

B. Complete at least 9 credits from the following: 9-18

BA A320	Real Estate Finance
BA A426	Financial Institutions
BA A427	International Finance
BA A451	Security Analysis and Portfolio Theory
BA A452	Financial Derivatives
BA A453	Bond Market Analysis)

C. Complete 0-9 credits of upper-division business electives 9-0

II. Real Estate and Property Management Concentration (30 credits)

A. Complete the following:

BA A131	Personal Finance	3
BA A242	Business Law II	3
BA A306	Real Estate Principles	3
BA A320	Real Estate Finance	3

B. Complete at least 9 credits from the following: 9-18

BA A316	Property Management and Marketing
BA A395	Internship in Property Management
BA A426	Financial Institutions
BA A431	Real Estate Appraisal
BA A432	Real Estate Law
ECON A415	Urban and Regional Economics

C. Complete 0-9 credits of upper-division business electives 9-0

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

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

College of Business and Public Policy

Program/Course Title: Baccalaureate of Business Administration, Finance

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Trina Carter, Head of reference/Associate Professor, LIB 116, Phone: 786-1846,
Fax: 786-6050, afcc@uaa.alaska.edu.

2. Please list any new library and information recommended to support the proposal.

- No additional library sources needed to support the changes in the program proposed at this time.

Initiator signature

Resource Implication Form

1. School/College College of Business & Public Policy
2. Program/Course Baccalaureate of Business Administration, Finance -Investment Concentration.
3. Course Prefix N/A
4. Course Number N/A
5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition ☐ Course change ☐ Program addition ☒ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$5,000
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: Currently, BBA in Finance requires 4 upper-division finance courses. The changed requirement for the Investment Concentration is 2 upper-division required finance courses and 3 upper-division finance electives. This need can be met by strategic summer scheduling of finance courses. Cost will be met out of the endowment from Weidner Investment, Inc.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Resource Implication Form

1. School/College College of Business & Public Policy
2. Program/Course Baccalaureate of Business Administration, Finance -Real Estate and Property Management Concentration.
3. Course Prefix N/A
4. Course Number N/A
5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition ☐ Course change ☐ Program addition ☒ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☒ new full-time faculty	\$125,000
☐ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: Current BBA in Finance is branched into two concentrations: Investment, and Real Estate and Property Management. The Real Estate and Property Management concentration would require the services of an additional finance faculty. This need will be fulfilled by using an existing faculty line in CBPP, funded substantially by the endowment from Weidner Investment, Inc.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Curriculum Coordination Form

Notification Date: 03/16/2007

Initiating unit: CBPP

Affected unit(s): UAA

Course Prefix and Number: N/A

Previous Prefix and Number: N/A

Complete Course/Program Title: BBA in Finance

Previous Course/Program Title: N/A

Description of Action: Change program

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix N/A	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (+)	
6. Complete Course/Program Title Minor in Real Estate Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☒ Program ☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status Limit Max Credits		
			10. Grading Basis ☐ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: CBPP, ListServ Department, School, or College Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action CBPP has received numerous suggestions from industry leaders to offer specialization in real estate. A recent request was accompanied by a generous donation. The real estate specialization is the latest national trend in business education. This program will help those students seeking a career in the real estate industry.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Catalog Copy

Minor in Real Estate*

Students majoring in another subject who wish to minor in Real Estate must complete the following requirements. All courses must be completed with a “C” or better. Students pursuing a baccalaureate degree outside the College of Business and Public Policy should see the departmental advisor.

A. Complete the following:

BA A131	Personal Finance	3
BA A241/JUST A241	Business Law I	3
BA A242/JUST A242	Business Law II	3
BA A306	Real Estate Principles	3
BA A320	Real Estate Finance	3

B. Complete 6 credits from the following: 6

BA A316	Property Management and Marketing
BA A395	Internship in Property Management
BA A431	Real Estate Appraisal
BA A432	Real Estate Law
ECON A415	Urban and Regional Economics

**Not available to BBA Finance majors.*

Curriculum Coordination Form

Notification Date: 03/16/2007

Initiating unit: CBPP

Affected unit(s): UAA

Course Prefix and Number: N/A

Previous Prefix and Number: N/A

Complete Course/Program Title: Minor in Real Estate

Previous Course/Program Title: N/A

Description of Action: Add program

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College College of Business & Public Policy

2. Program/Course Minor in Real Estate

3. Course Prefix N/A

4. Course Number N/A

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☐ Course change

☒ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☐ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☒ other costs	\$5,000

8. Explanation: Minor in Real Estate supported by existing courses and new courses added for the BBA in Finance Real Estate and Property Management concentration. There are advising requirements for students who are pursuing a baccalaureate degree outside the College of Business and Public Policy. The additional costs will be met out of the endowment from Weidner Investment, Inc.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

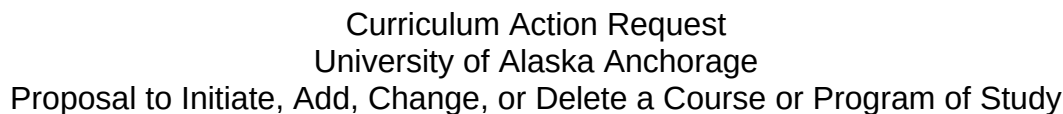
Date

_____ Approved

_____ Disapproved

Provost

Date



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____
____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

**Course Content Guide
School of Nursing
Associate of Applied Science in Nursing Program**

I. Date of Initiation: Spring, 2007

II. Course Information:

School/College:	School of Nursing/College of Health & Social Welfare
Course Number:	NURS A127
Course Title:	LPN to AAS Nursing Bridge
Prerequisites:	BIOL A111, A112, A240; PSY A150; and ENGL A111 ALL with a 'C' or higher grade.
Corequisites:	None
Number of Credits:	1 (0.7 +1) Contact hours
Course Fee	\$10
Grading Base	A-F, According to the AAS Nursing Program Grading Scale
Other Restrictions:	Graduation from Alaska Vocational Technical Center (AVTECH) Licensed Practical Nurse (LPN) program; Admission to the UAA Pre-nursing major, and current Alaska LPN license.
Registration Restrictions:	Admission to UAA as pre-nursing major.
Course Description:	Provides the LPN with an introduction to the role of the RN. Specific focus is on the use of critical thinking in providing nursing care at the RN level. Emphasis on and practice with analyzing assessment data, developing and prioritizing nursing diagnoses, using therapeutic communication, and developing and implementing patient teaching.

III. Instructional Goals/Student Outcomes/Assessment/Evaluation Methods:

Instructional Goals	Student Outcomes By completion of this course the student will be able to:	Assessment/Evaluation Methods
To provide the Licensed Practical Nurse (LPN) with information on the role of the Registered Nurse (RN.)	Compare and contrast the role of the RN with that of the LPN.	Responses in class, written care plan and teaching plan, course exam.
To provide the LPN with information re: standards of practice for the R.N.	Describe the regulations, policies and standards of nursing practice for the RN.	Course exam, class responses and written assignments.
To provide the LPN with information re: scope of practice for the RN in AK.	Recognize the scope of practice for the RN specific to Alaska.	Application in clinical setting, class responses, written assignments.
To prepare the LPN for effective functioning as an AAS nursing student entering the second year of the program.	Explain the competencies of the AD RN as provider of care, manager of care and member within the discipline of nursing.	Patient care plans, Course exam, teaching plan and communication assignment.
Explore the use of theory in the practice of nursing	Describe the use of theory in nursing.	Course exam, written assignments
Examine the components and use of critical thinking in providing nursing care at the RN level and in the RN role.	Apply components of critical thinking to nursing process by planning and implementing patient care interventions at the RN student level.	Course exam, application in clinical setting, class responses, nursing care plan, communication assignment, teaching plan.
Assist the LPN in developing and prioritizing nursing diagnoses at the beginning 2 nd year AAS student level.	Develop and prioritize nursing diagnoses for patients based on assessment data and patient priority needs.	Written nursing care plan and course exam
Provide the LPN an opportunity to demonstrate written nursing process at the level of beginning second year AAS RN student.	Develop, implement and evaluate an appropriate nursing care plan for an assigned patient, according to written guidelines/criteria.	Graded nursing care plan, application in clinical setting and course exam.
Assist the LPN in analyzing and evaluating the use of therapeutic communication with patients.	Analyze communication that occurs during nurse-patient interaction and complete an IPRE according to guidelines.	Graded communication assignment, course exam and application in clinical setting.
Provide the LPN with knowledge/resources for developing & implementing patient teaching at beginning 2 nd year AAS student level.	Develop, implement, and evaluate a patient teaching project according to guidelines.	Graded teaching project, course exam, application in clinical setting

IV. **Course Level Justification:**

Provides the LPN graduate with content and practice of specific skills and roles for the RN that were not included in the LPN education. Designed to provide essential content and practice to assist the AVTECH LPN with the transition into the second year of the AAS nursing program at UAA.

V. **Course Outline**

- a. Roles and Responsibilities of the Registered Nurse (RN)
 1. Regulations, policies and standards of practice in nursing.
 2. Scope of practice for the RN, specifically in Alaska.
 3. Associate Degree (AD) RN roles compared to LPN roles for: provider of care, manager of care and member of the discipline of nursing.
 4. Competencies of the AD RN in each of the roles of the RN.
 5. Use of and need for theory in nursing.
- b. Critical Thinking within Registered Nursing.
 1. Critical thinking in nursing defined.
 2. Critical thinking competencies.
 3. The nursing process as a competency.
 4. Synthesis of critical thinking with the nursing process.
 5. Interpreting assessment data and making nursing judgments.
 6. Formulation of nursing diagnoses.
 7. Prioritization of nursing diagnoses.
- c. The RN Role as Communicator.
 1. Helping relationships in health care.
 2. Factors influencing communication.
 3. Communication within caring relationships.
 4. Communication within the nursing process.
- d. The RN Role of Patient Educator.
 1. Teaching and learning domains and principles.
 2. Teaching as communication.
 3. Integrating the nursing and teaching process with patients.

V. **Course Evaluation:** (Basis for Grading A-F)

Communication Assignment: Interpersonal Process Recording And Evaluation (IPRE)	15%
Course Exam	25%
Nursing Care Plan	30%
Patient Teaching Project	30%

VI. **Suggested Textbook:**

Claywell, L., & Corbin, B. (2003). *Licensed practical nurse to registered nurse transitions*. St. Louis, MO: Mosby.

Bibliography:

Catalano, J. (2003). *Nursing now!: Today's issues, tomorrow's trends*, (3rd Ed.). Philadelphia: F. A. Davis Company.

Ham, K. L. (2002). *From LPN to RN: Role transitions*. Philadelphia: W.B Saunders, Company.

Harrington, N., Smith, N., & Spratt, W. (1996). *LPN to RN transitions*. Philadelphia: Lippincott.

Lemone, P. & Burke, K. (2004). *Medical surgical nursing: Critical thinking in client care*. Upper Saddle River, NJ: Pearson Education , Inc.

Potter, P. & Perry, A. (2006). *Basic nursing*, (6th Ed.). St. Louis, MO: Mosby.

Zerwekh, J. & Claborn, C. (2006). *Nursing today*, (5th Ed.). St. Louis, MO: Saunders Elsevier.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: AAS Nursing/ LPN to AAS Nursing Bridge

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Kathleen Murray, HSIS Librarian, Manager HSIS, Associate Professor, 907-786-1611 e-mail at afktm@uaa.alaska.edu

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support proposal.

1. All resources needed are currently available, no new additions necessary.
- 2.
- 3.

Initiator signature

Fee Request Form

1. School/College School of Nursing/College of Health and Social Welfare
2. Course Prefix and Number NURS A127
3. Title LPN to AAS Nursing Bridge
4. Lab Fee Account Number:
Org Obj Fund
5. Type of Action:
Add ☐ Deletion ☐ Change ☐ (☐ Increase or ☐ Decrease)
6. Fee Amount: \$ 10.00 If a Change, please indicate the *current* approved lab fee \$
7. Anticipated Student enrollment per class section: 6-10
8. Projected costs of material per class section: \$ 120
(Provide details under #10 Justification for lab fee)
9. Implementation Date Summer 2007
10. Justification for fee (include materials/supplies used and the cost per item).
Covers costs incurred by the department for learning materials and regular upgrading of audiovisual and CAI learning programs.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Resource Implication Form

1. School/College :School of Nursing/College of Health and Social Welfare

2. Program/Course AAS Nursing/LPN to AAS Nursing Bridge

3. Course Prefix NURS

4. Course Number A127

5. Implementation Date Summer 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☒ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Change course to permanent and the course number from NURSA194A to NURS A127. Course has been taught twice successfully

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Curriculum Coordination Form

Notification Date: Feb. 2007

Initiating unit: AAS Nurisng, School of Nursing/CHSW

Affected unit(s): AAS Nursing Program

Course Prefix and Number: NURS A127
NURS A 194A

Previous Prefix and Number:

Complete Course/Program Title: LPN to AAS Nursing Bridge

Previous Course/Program Title: Same

Description of Action: Change this one credit course, which has been taught twice, into a permanent continuing course. Coordinated with the SON and AAS Nursing Program.

Supporting documentation of the proposal is attached.

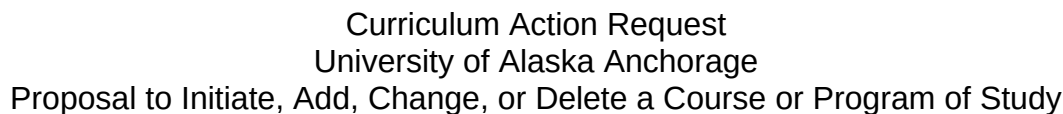
Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



Initiator (faculty only) _____ Date _____	Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____
Approved _____ Disapproved: _____ Department Chairperson _____ Date _____	Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

COURSE CONTENT GUIDE
Community and Technical College

Department: MEDT: Medical Laboratory Technology **Date:** March 2, 2007
Course Number: MEDT A303
Course Title: Advanced Clinical Microbiology
Credits: 6 credits

I. Course Description:

Examines microorganisms of medical importance to humans. Includes unusual pathogenic and anaerobic bacteriology, mycology, parasitology, and virology with emphasis on identification, susceptibility testing and epidemiology.

II. Course Design:

- A. Designed for medical technology students who have successfully completed MEDT A203 Clinical Microbiology.
- B. Number of Credits: 6
- C. Total time of student involvement: 270 hours
 - 1) Lecture-3 hours per week for a total of 45 hours
 - 2) Lab-6 hours per week for a total of 90 hours
 - 3) Outside work expected- 135 hours total
- D. Required for a Bachelor of Science Degree in Medical Technology.
- E. Special fees are assessed to cover the cost of laboratory consumables and the site license for tutorials.
- F. Standard semester time frame, but not less than seven weeks.
- G. This is a revised course.
- H. Coordination with list serve, extended campuses, UAF and UAS
- I. Course level justification: This course requires knowledge of topics covered in MEDT A203 Clinical Microbiology.

III. Course Activities

Course is conducted in a lecture/laboratory format and will include class discussion, case studies, online tutorials and techniques to isolate and identify organisms and determine microbial susceptibility. Students learn to discriminate between usual flora and potential pathogens using patient cultures.

IV. Course Prerequisites:

Grade of C or better in MEDT A203.

V. Course Evaluation:

- A. Grading is A-F.
- B. Grades are based on exams, lab reports, case studies, lab practical and core abilities.
- C. Specific grading criteria will be discussed in the beginning of the course.

VI. Course Outline:

- 1.0 Safety Review
 - 1.1 General Campus Safety
 - 1.2 Classroom and Laboratory Safety
 - 1.3 BSL 3 Safety
- 2.0 Antimicrobial Susceptibility
 - 2.1 Strategies for Detection of Resistance
 - 2.2 Selection of Appropriate Antimicrobial Agents for Testing
 - 2.3 Automated Methods
- 3.0 Unusual Pathogenic Bacteria and Rickettsia
 - 3.1 General Characteristics
 - 3.2 Epidemiology
 - 3.3 Pathogenesis and Spectrum of Diseases
 - 3.4 Specimen Collection, Transport and Processing
 - 3.5 Direct Detection Methods
 - 3.6 Cultivation and Identification
 - 3.7 Antimicrobial Susceptibility
- 4.0 Anaerobic Bacteriology
 - 4.1 General Characteristics
 - 4.2 Epidemiology
 - 4.3 Pathogenesis and Spectrum of Diseases
 - 4.4 Specimen Collection, Transport and Processing
 - 4.5 Cultivation and Identification
 - 4.6 Antimicrobial Susceptibility
- 5.0 Bioterrorism Infectious Agents
 - 5.1 BSL 3 and BSL 4 Infectious Agents
 - 5.2 National Laboratory Response Network
 - 5.3 Rule Out Protocols for BSL 2 Laboratories
- 6.0 Diagnostic Parasitology
 - 6.1 General Characteristics
 - 6.2 Host Parasite Relations
 - 6.3 Transmission of Parasitic Agents
 - 6.4 Parasite Life Cycles
 - 6.5 Specimen Collection, Handling and Processing
 - 6.6 Direct Examination of Specimens
 - 6.7 Diagnostic Techniques
 - 6.8 Identification of Human Parasites
 - 6.9 Identification of Animal Parasites
- 7.0 Medical Mycology
 - 7.1 General Characteristics
 - 7.2 Classification of Fungi
 - 7.3 Clinical Sites of Infection
 - 7.4 Specimen Collection, Handling and Processing
 - 7.5 Direct Examination of Specimens
 - 7.6 Diagnostic Techniques
 - 7.7 Fungal Identification Methods

- 7.8 Yeast Identification Methods
- 7.9 Antifungal Agents and Susceptibility Testing
- 8.0 Clinical Virology
 - 8.1 General Characteristics
 - 8.2 Overview of Human Viral Disease
 - 8.3 General Approaches to Viral Diagnosis
 - 8.4 Specimen Collection, Handling and Processing
 - 8.5 Direct Rapid Viral Testing
 - 8.6 Conventional Viral Testing and Shell Vial Techniques
 - 8.7 Emerging Viral Infections
 - 8.8 Viral Therapy
- 9.0 Mycobacterium
 - 9.1 Specimen Collection and Processing
 - 9.2 Digestion and Decontamination
 - 9.3 Acid Fast Stains
 - 9.4 Culture Media and Isolation Techniques
 - 9.4.1 Automated Versus Manual
 - 9.5 Identification Methods
 - 9.6 Clinical Significance of:
 - 9.6.1 Tuberculosis Complex
 - 9.6.2 Mycobacterium Other Than Tuberculosis
 - 9.7 Susceptibility Testing

VII. Recommended Text

- Mahon, C. R., & Manuselis, G. (2007). *Textbook of diagnostic microbiology* (3rd ed.). Philadelphia: Saunders.
- Winn, W. C., & Koneman, E. W. (2006). *Koneman's color atlas and textbook of diagnostic microbiology* (6th ed.). Philadelphia: Lippincott Williams & Wilkins.

VIII. References:

- Forbes, B. A., Sahm, D. F., & Weissfeld, A. S. (2002). *Bailey & Scott's diagnostic microbiology* (11th ed.). St. Louis, MO: Mosby.
- Larone, D. H. (2002). *Medically important fungi* (4th ed.). Washington, D.C.: ASM Press.
- Leventhal, R., & Cheadle, R. F. (1996). *Medical parasitology: A self-instructional text* (4th ed.). Philadelphia: F.A. Davis Co.
- Strauss, J. H., & Strauss, E. G. (2002). *Viruses and human disease*. San Diego, CA: Academic Press.

- IX. Instructional Goals:** Provides students with the foundational knowledge and skills necessary to inoculate appropriate media for routine cultures and perform routine procedures used in the identification and susceptibility testing of medically significant microorganisms during the microbiology and state public health laboratory rotations of their clinical practicum (MEDT A495).

Student Outcomes	Assessment Strategies
Discriminate appropriate and inappropriate sites for unusual pathogens and anaerobic culture.	Written or computerized exams.
Separate the three levels of anaerobic identification in conventional anaerobic bacteriology.	Written or computerized exams.
Detect and identify anaerobic pathogens using microscopic techniques, colonial morphology, and biochemical reactions.	Lab reports and lab practical
Diagram parasite life cycles including infective and diagnostic stages.	Written or computerized exams
Detect parasitic infections using various laboratory techniques.	Lab reports and lab practical
Describe the appropriate specimen collection procedures, staining methods, and culture techniques for fungal and yeast pathogens.	Written or computerized exams
Analyze identification of fungal and yeast pathogens based on growth on selective media, direct examination, and nutritional requirements.	Written or computerized exams, lab reports and lab practical
Separate and characterize the different types of mycoses and the etiological agents responsible.	Written or computerized exams
Discriminate appropriate antifungal therapy for various fungal and yeast pathogens.	Written or computerized exams
Select appropriate clinical specimens needed for maximum recovery of viral agents.	Written or computerized exams
Analyze the advantages and disadvantages of conventional tissue culture, rapid viral detection, and serological assays in the diagnosis of viral infections.	Written or computerized exams and written lab reports
Analyze viral cytopathic effect (CPE) and its role in identification of viral pathogens	Written or computerized exams
Discriminate the appropriate antiviral therapy for the viral agent isolated.	Written or computerized exams
Discuss the role of the National Laboratory Response Network (NRLN) and rule out protocol for infectious bioterrorism agents.	Written or computerized exams
Discuss ventilation and protocols of a Biosafety Level (BSL) 3 laboratory.	Written or computerized exams
Discuss the principles of fluorescent techniques for the detection of pathogenic organisms.	Written or computerized exams and lab reports
Differentiate clinically significant mycobacterium	Written or computerized exams

Resource Implication Form

1. School/College CTC

2. Program/Course MEDT

3. Course Prefix MEDT

4. Course Number A303

5. Implementation Date 03/07

6. Type of Action and Category

☐ Course addition ☒ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- ☐ part-time faculty
- ☐ new full-time faculty
- ☐ reassignment of full-time faculty
- ☐ additional class/lab space
- ☐ modification of class/lab space
- ☐ additional library resources
- ☐ additional computer equipment
- ☐ other costs

8. Explanation: No change in the faculty currently teaching the course, may need adjunct to teach MEDT A132 - 3 credits depending on faculty workloads.

_____ Approved

_____ Disapproved _____ Department Chair _____ Date

_____ Approved

_____ Disapproved _____ Dean/Director of School/College _____ Date

_____ Approved

_____ Disapproved _____ Provost _____ Date

Curriculum Coordination Form

Notification Date: March 2, 2007

Initiating unit: AHLS Medical Laboratory Technology

Affected unit(s): List serve, extended campuses, UAF and UAS

Course Prefix and Number: MEDT A303
MEDT A303

Previous Prefix and Number:

Complete Course/Program Title: Advanced Clinical Microbiology

Previous Course/Program Title: Advance Clinical Microbiology

Description of Action: Course Change

Supporting documentation of the proposal is attached.

Initiating faculty are also required to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



Curriculum Action Request University of Alaska Anchorage

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

1a. School or College CTC		1b. Division AHLS		1c. Department MEDT	
2. Course Prefix MEDT	3. Course Number A401	4. Previous Course Prefix & Number MEDT A492		5a. Credit/CEU 2 credits	5b. Contact hours (Lecture + Lab) (2 +0)
6. Complete Course/Program Title Introduction to Research					
Abbreviated Title for Transcript (30 characters)					
7. Type of Course ☒ Academic ☐ Non-Credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☒ Course ☐ Program			9. Repeat Status n/a Limit Max Hours		
☐ Add ☒ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☒ Credits ☒ Title ☒ Grading Basis ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Other Restrictions ☐ College ☐ Major ☐ Class ☐ Level ☒ Other Course Outline			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date From: Fall/07 semester/year To: /9999 semester/year		
			12. ☐ Cross-Listed with n/a ☐ Stacked with n/a		
13. Coordinate with Affected Units: List serve, extended campuses, UAF, UAS Department, School, or College Signature Date					
14. List any programs or college requirements that require this course Bachelor of Science in Medical Technology					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences					
16. Course Description Applies research and presentation methods to current topics in medical technology.					
17a. Course Prerequisite(s) (list prefix and number) STAT252 or higher and (CIS A305 or concurrent enrollment).		17b. Test Score(s) n/a		17c. Corequisite(s) (concurrent enrollment required) n/a	
17d. Other Restriction(s) n/a ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Departmental Approval			
18. ☐ Mark if course has fees None					
19. Justification for Action Prerequisites and the content of the course were revised to meet accreditation standards in 2005. Based on course assessment the course is being changed from a seminar to lecture format and the credit hours are being increased to provide sufficient time to cover the material.					

____ Initiator (faculty only) _____ ____ Date _____ ____ Approved _____ ____ Disapproved: _____ ____ Department Chairperson _____ ____ Date _____ ____ Approved _____ ____ Disapproved: _____ ____ Curriculum Committee Chairperson _____ ____ Date _____	____ Approved _____ ____ Disapproved: _____ ____ Dean/Director or school/College _____ ____ Date _____ ____ Approved _____ ____ Disapproved: _____ ____ Undergraduate or Graduate Academic Board Chairperson _____ ____ Date _____ ____ Approved _____ ____ Disapproved: _____ ____ Provost or Designee _____ ____ Date _____

COURSE CONTENT GUIDE
Community and Technical College

Department: MEDT: Medical Laboratory Technology **Date:** 03/02/07
Course Number: MEDT A401
Course Title: Introduction to Research
Credits: 2 credits

I. Course Description

Applies research and presentation methods to current topics in medical technology.

II. Course Design

- A. Designed for medical technology students in their final semesters of the degree program.
- B. Number of Credits 2
- C. Total time of student involvement 90 contact hours
 - 1) Lecture: 2 hours per week for a total of 30 hours
 - 2) Outside work expected- 60 hours total
- D. Required for a Bachelor of Science Degree in Medical Technology.
- E. No special fees.
- F. Standard semester time frame, but may not be taught in less than three weeks.
- G. This is a revised course.
- H. Coordination with list serve, extended campuses, UAF and UAS.
- I. Course level justification: Students draw on their acquired knowledge to research and present current topics in medical technology.

III. Course Activities

Course is conducted in a lecture format.

IV. Course Prerequisites

STAT A252 or higher and (CIS A305 or concurrent enrollment).

V. Course Evaluation

- A. Grading A-F
- B. Grades are based on methodology critique, research project and presentation.
- C. Specific grading criteria will be discussed in the beginning of the course.

VI. Course Outline

- 1.0 Framing the Problem
 - 1.1 Identifying a Topic
 - 1.2 Framing a Research Problem
- 2.0 Review of Literature
 - 2.1 Determine When to Conduct a Search
 - 2.2 Delimit What is Searched
 - 2.3 Access Databases for Periodicals Books, and Documents

- 2.4 Organize Information
- 2.5 Critically Evaluate the Literature
- 2.6 Write the Literature Review
- 3.0 Theory in Research
- 4.0 Formulating Research Questions
- 5.0 Experimental Type Designs
 - 5.1 True-Experimental Designs
 - 5.2 Quasi-Experimental Designs
 - 5.3 Pre-Experimental Designs
 - 5.4 Nonexperimental Designs
 - 5.5 Experimental-Type Meta-Analysis
 - 5.6 Criteria for Selecting Appropriate Designs
- 6.0 Setting Boundaries of a Study
- 7.0 Protecting the Boundaries
 - 7.1 Principles for Protecting Human Subjects
 - 7.2 Institutional Review Board
 - 7.3 Informed Consent Process
 - 7.4 Study Approval and Monitoring
- 8.0 Sampling Methods
 - 8.1 Probability Sampling
 - 8.2 Nonprobability Sampling
 - 8.3 Comparing Sample to Population
 - 8.4 Determining Sample Size
- 9.0 Collecting Information
- 10.0 Measurement in Experimental-Type Research
 - 10.1 Levels of Measurement
 - 10.2 Measurement Scales
 - 10.3 Confidence in Instruments
- 11.0 Preparing and Organizing Data
- 12.0 Statistical Analysis for Experimental-Type Research
 - 12.1 Descriptive Statistics
 - 12.2 Drawing Inferences
 - 12.3 Association and Relationships
- 13.0 Sharing Research Knowledge
- 14.0 Case Studies Design

VII. Recommended Text

DePoy, E., & Gitlin, L. N. (2005). *Introduction to research: Understanding and applying multiple strategies* (3rd ed.). St. Louis, MO: Mosby.

References

- Polit, D. F., & Beck, C. T. (2004). *Nursing research: Principles and methods* (7th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Munro, B. H. (2000). *Statistical methods for health care research* (4th ed.). Philadelphia: Lippincott Williams & Wilkins.

Kane, R. L. (1997). *Understanding health care outcomes research*. Gaithersburg, MD: Aspen Publishers.

VIII. Instructional Goals: To provide students with the knowledge and skills to critique research in their discipline and research topics and develop presentations for continuing education in medical technology.

Student Outcomes	Assessment Strategies
Critique research designs.	Methodology Critique
Compile research for a project or current topic in medical technology.	Bibliography of resources
Analyze data and synthesize research material into an outline format for development of the presentation.	Outline of presentation
Create and deliver presentations on project or current topic in medical technology.	Class presentation

Curriculum Coordination Form

Notification Date: 03/02/2007

Initiating unit: AHLS Medical Laboratory Technology

Affected unit(s): List serve, extended campuses, UAF and UAS

Course Prefix and Number: MEDT A401
MEDT A492

Previous Prefix and Number:

Complete Course/Program Title: Introduction to Research

Previous Course/Program Title: Undergraduate Seminar

Description of Action: Course Change

Supporting documentation of the proposal is attached.

Initiating faculty are also required to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College CTC

2. Program/Course MEDT

3. Course Prefix MEDT

4. Course Number A401

5. Implementation Date 03/07

6. Type of Action and Category

☐ Course addition ☒ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- ☐ part-time faculty
- ☐ new full-time faculty
- ☐ reassignment of full-time faculty
- ☐ additional class/lab space
- ☐ modification of class/lab space
- ☐ additional library resources
- ☐ additional computer equipment
- ☐ other costs

8. Explanation: No change in the faculty currently teaching the course, may need adjunct to teach MEDT A250 - 1 credit depending on faculty workloads.

_____ Approved

_____ Disapproved _____ Department Chair _____ Date

_____ Approved

_____ Disapproved _____ Dean/Director of School/College _____ Date

_____ Approved

_____ Disapproved _____ Provost _____ Date



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CTC		1b. Division AHLS		1c. Department MEDT	
2. Course Prefix MEDT	3. Course Number n/a	4. Previous Course Prefix & Number n/a		5a. Credit/CEU n/a	5b. Contact hours (Lecture + Lab) (na +)
6. Complete Course/Program Title Bachelor of Science in Medical Technology BS: Medical Technology Abbreviated Title for Transcript (30 characters)					
7. Type of Course ☒ Academic ☐ Non-Credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Course ☒ Program ☐ Add ☒ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Other Restrictions ☐ College ☐ Major ☐ Class ☐ Level ☒ Other				9. Repeat Status n/a Limit Max Hours	
				10. Grading Basis ☐ A-F ☐ P/NP ☐ NG	
				11. Implementation Date From: Fall/07 semester/year To: /9999 semester/year	
				12. ☐ Cross-Listed with n/a ☐ Stacked with n/a	
13. Coordinate with Affected Units: UAS, UAF, extended campuses, UAA list serve Department, School, or College Signature Date					
14. List any programs or college requirements that require this course NA					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences					
16. Course Description See Attached catalog revisions					
17a. Course Prerequisite(s) (list prefix and number) n/a		17b. Test Score(s) n/a		17c. Corequisite(s) (concurrent enrollment required) n/a	
17d. Other Restriction(s) n/a ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) n/a			
18. ☐ Mark if course has fees					
19. Justification for Action Course assessment indicates a need to increase credit hours for several MEDT courses to provide sufficient time to cover the material. ENGL A312 is being deleted from the required support courses. Graduate surveys and a review of accreditation requirements indicate that ENGL A212 and CIS A305 provide graduates with the required background in technical writing and managerial presentations for the profession.					

____ Initiator (faculty only) _____ Date		____ Approved _____ ____ Disapproved: _____ Dean/Director or school/College _____ Date	
____ Approved _____ ____ Disapproved: _____ Department Chairperson _____ Date		____ Approved _____ ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date	
____ Approved _____ ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date		____ Approved _____ ____ Disapproved: _____ Provost or Designee _____ Date	

of BIOL 100 and PSY 150 fulfill the requirement of 6 credits of Math, Humanities, Social Sciences or Natural Sciences.)

MAJOR REQUIREMENTS

1. Complete the required courses for the Medical Assisting nontranscripted departmental Certificate of Completion as outlined above with a minimum grade of C in each course. 40
2. Complete 8 to 9 credits in the following courses: 8-9
ACCT A120 Bookkeeping for Business (3) 3
or
ACCT A101 Principles of Accounting (3)
CA A102 Nutrition (3) 3
or
DN A203 Normal Nutrition (3)
MA A110 Principles of Radiography 3
MA A141 Medical Transcription II 3
MA A320 Advanced Case Studies in Medical Coding 2
MEDT A101 Phlebotomy Procedures 3
3. Elective credits. 0-3
4. A minimum of 60 credits is required for this degree.

FACULTY

Pam Ventgen, Term Assistant Professor, AFPKV@uaa.alaska.edu
Robin Wahto, Associate Professor, AFRJW@uaa.alaska.edu

MEDICAL LABORATORY TECHNOLOGY

Allied Health Sciences Building (AHS) Room 169, (907) 786-4930,
<http://www.uaa.alaska.edu/ctc/programs/alliedhealth/medt>

The Medical Laboratory Technology Department has a strong commitment to the career ladder approach to higher education. With Career Ladder programs, the students enrolled in the Bachelor of Science in Medical Technology have an option to gain Phlebotomy certification in one year and Medical Laboratory Technician certification in two years as they pursue a bachelor's degree. The AAS graduates who wish to obtain a bachelor's degree in Medical Technology may "career ladder" without loss of credit.

General Admission Requirements for all students entering programs offered by the Medical Laboratory Technology Department include:

1. Complete the Medical Laboratory Technology program application.
2. Review the Essential Requirements for Admission and return the signed form to the department.
3. High School diploma or GED equivalency.
4. Prior to enrollment in either MEDT A101 or MEDT A132, students must provide documentation of the following:
 - Immunity to rubella, rubeola and chicken pox confirmed by titer.
 - Immunity to Hepatitis A and Hepatitis B. Students must have started the immunization series prior to enrolling in the courses.

- **Tetanus/diphtheria/pertussis (Tdap)** vaccination within the past ten years.
 - Freedom from active tuberculosis, documented annually by negative PPD skin test or by health exam by a nurse practitioner, physician or physician's assistant.
5. Prior to enrolling in a practicum (MEDT A195A, MEDT A195B, MEDT A295 or MEDT A495) students must
 - Demonstrate computer competency in the prerequisite MEDT courses.
 - Provide documentation of **a background check** within six months prior to start of practicum.
 - Provide proof of personal medical insurance coverage.

Additional admission requirements are listed under program descriptions.

The Medical Laboratory Technology Department assumes no responsibility for illness or injuries experienced by students in conjunction with student labs. It is strongly recommended that students maintain personal medical insurance while enrolled in any of the programs offered by the Medical Laboratory Technology Department. Students enrolled in practicum (MEDT A195A, MEDT A195B, MEDT A295 or MEDT A495) must provide their own transportation to the clinical facility. Personal protective equipment is provided by the training facility. The clinical facilities require proof of medical insurance coverage; therefore, students are required to maintain personal medical insurance while enrolled in practicum courses. Medical insurance is available through the Student Health Center. Liability insurance is purchased by the Medical Laboratory Technology Department to cover the student's practicum. The AAS and BS degrees are not contingent upon the students passing any type of external certification or licensure examination.

The AAS in Medical Laboratory Technology and the BS in Medical Technology Programs are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 8410 W. Bryn Mawr Avenue, Suite 670, Chicago, IL, 60631-3415. NAACLS is recognized by the United States Department of Education and by the Council for Higher Education.

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.

OCCUPATIONAL ENDORSEMENT CERTIFICATE, PHLEBOTOMIST

Phlebotomists obtain blood and other samples for laboratory testing. They establish professional relationships with their patients, collect and prepare specimens, maintain collection areas and equipment and perform record keeping duties. Students are eligible to sit for national certification exams in phlebotomy after completion of MEDT A195A.

ADMISSION REQUIREMENTS

1. Complete the Occupational Endorsement Admission Requirements at the beginning of this chapter.
2. Complete the General Admissions requirements for all programs in the Medical Laboratory Technology Department that are listed at the beginning of this section.
3. Meet with the Medical Laboratory Technology Program advisor regarding application, program admission, and development of a program of study.

Students must earn a satisfactory grad (C or higher or P) in the following courses:

MEDT A101 Phlebotomy Procedures	3
MEDT A110 Specimen Processing	3
MEDT A195A Phlebotomy Practicum	3

OCCUPATIONAL ENDORSEMENT CERTIFICATE, CLINICAL ASSISTANT

Clinical assistants perform basic laboratory testing in medical laboratories, working under the supervision of a medical technologist, medical laboratory technician or pathologist. A clinical assistant collects and processes blood specimens and performs test procedures in chemistry, hematology, microbiology and urinalysis. A clinical assistant is competent in the following:

- Demonstrating knowledge of infection control and safety practices.
- Using common medical terminology.
- Following standard operating procedures to collect specimens.
- Preparing blood and body fluid specimens for analysis according to standard operating procedures.
- Preparing/reconstituting reagents, standards and controls according to standard operating procedures.
- Performing appropriate tests at the clinical assistant level, according to standard operating procedures.
- Following established quality control protocols
- Communicating (verbally and nonverbally) effectively and appropriately in the workplace.
- Using information systems necessary to accomplish job functions.
- Identifying and reporting potential pre-analytical errors that may occur during specimen collection, labeling, transporting and processing.

ADMISSION REQUIREMENTS

1. Complete the Occupational Endorsement Admission Requirements at the beginning of this chapter.
2. Complete the General Admissions requirements for all programs in the Medical Laboratory Technology Department that are listed at the beginning of this section.

3. The Clinical Assistant Occupational Certificate is only offered by distance delivery. Students must contact the Medical Laboratory Technology Department to arrange for a mentor and clinical training facility prior to enrolling in any of the courses.
4. Students must earn a satisfactory grad (C or higher or P) in the following courses:

MEDT A101 Phlebotomy Procedures	3
MEDT A110 Specimen Processing	3
MEDT A195A Phlebotomy Practicum	3
MEDT A102 Urinalysis for Clinical Assistants	2
MEDT A103 Hematology for Clinical Assistants	3
MEDT A104 Clinical Chemistry for Clinical Assistants	3
MEDT A105 Microbiology for Clinical Assistants	3
MEDT A195B Clinical Assistant Practicum	7
5. A total of 27 credits is required for the certificate.

ASSOCIATE OF APPLIED SCIENCE, MEDICAL LABORATORY TECHNOLOGY

The mission of the Medical Laboratory Technology program is to graduate competent, ethical professionals with the knowledge and skills necessary for work as entry-level medical laboratory technicians. The registered medical laboratory technician (also known as a clinical laboratory technician) is an allied health professional who is qualified by academic and practical training to provide service in clinical laboratory science. The ability to relate to people, a capacity for calm and reasoned judgment, and a demonstration of commitment to the patient are essential qualities for medical laboratory technicians. The medical laboratory technician must demonstrate ethical and moral attitudes and principles, which are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnosis must be maintained. A medical laboratory technician is competent in the following:

- Performing analytical tests of body fluids, cells, and other substances.
- Performing preventive and corrective maintenance of equipment and instruments.
- Confirming abnormal results, performing and verifying quality control procedures.
- Exercising principles of safety.
- Demonstrating professional conduct and interpersonal skills with patients, laboratory personnel, other health care professionals, and the public.
- Establishing and maintaining continuing education as a function of growth and maintenance of professional competency.

Upon graduation and initial employment, the medical laboratory technician/clinical laboratory technician should be able to demonstrate entry-level competencies in the above areas of professional practice. Graduates are eligible to sit for national

certification exams in medical laboratory technician/clinical laboratory technician after completing the program.

PROGRAM OUTCOMES

The specific educational outcomes for the program are to produce graduates who:

- Demonstrate entry-level competencies for medical laboratory technicians in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations
- Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professionals.
- Find gainful employment as laboratory professionals.
- Meet statewide staffing needs.
- Demonstrate a successful employment record in the field through employment retention and professional advancement.
- Demonstrate a commitment to the laboratory profession through participation in continuing education and providing continuing education.
- Demonstrate a commitment to the laboratory profession through sustained membership in professional organizations.
- Demonstrate a commitment to learning by pursuing and advanced degree.

ADMISSION REQUIREMENTS

1. Complete the Associate Degree Programs Admission Requirements at the beginning of this chapter.
2. Complete the General Admissions requirements for all programs in the Medical Laboratory Technology Department that are listed at the beginning of this section.
3. Meet with the Medical Laboratory Technology Program advisor regarding application, program admission, and development of a program of study.

ACADEMIC PROGRESS

In order to progress within the Associate of Applied Science in Medical Laboratory Technology program, students must earn a satisfactory grade (C or higher or P) in all medical laboratory technology (MEDT) courses required for the degree and demonstrate professional behavior as defined by the "Medical Laboratory Technology Department Core Abilities" and associated behavior criteria. Satisfactory progress is demonstrated by exhibiting Developing Level Criteria by the end of the second year (assessed by core faculty), and Entry Level Criteria by the end of the Clinical Practicum (assessed by clinical instructors). Students must receive a score of "3" or higher on the Developing Level Criteria in order to progress in the program and a score of "3" or higher in the Entry Level Criteria to graduate from the program. Students who are unable to earn an acceptable grade in the MEDT

courses during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

When the number of students admitted to the program exceeds the number that can be accommodated in the clinical practicum, students are placed on an "alternate list" and informed they can complete their practicum should space become available, or they are given preference for a subsequent semester. Students receive a letter stating they are an alternate; they sign and return the letter acknowledging alternate status.

DEGREE REQUIREMENTS

1. Complete the General University Requirements for Associate of Applied Science Degrees found at the beginning of this chapter.
2. Complete the General Course Requirements for Associate of Applied Science degrees found at the beginning of this chapter. In the Medical Laboratory Technology Program, the required support courses met the AAS General Course Requirements.
3. Complete the Required Support Courses and Major Requirements listed below.

REQUIRED SUPPORT COURSES

Complete all 15 credits of support courses for the Medical Laboratory Technology major with a satisfactory grade (C or higher).

BIOL A111 Human Anatomy and Physiology I	4
BIOL A112 Human Anatomy and Physiology II	4
CHEM A103/L Survey of Chemistry	4
CHEM A104 Introduction to Organic Chemistry and Biochemistry	3

MAJOR REQUIREMENTS

1. Complete the following major courses with a satisfactory grade (C or higher or P).

MEDT A132 Introduction to Laboratory Medicine	3
OR	
MEDT A101 Phlebotomy Procedures (3)	
AND	
MEDT A133 Basic Techniques Lab Medicine (1)	4
 MEDT A202 Clinical Chemistry	 6
MEDT A203 Clinical Microbiology	6
MEDT A204 Hematology and Coagulation	6
MEDT A206 Immunology and Blood Banking	6
MEDT A208 Urine and Body Fluid Analysis	3
MEDT A250 Capstone Seminar	1
MEDT A295 Clinical Practicum	12
2. A total of 67-68 credits is required for the degree.

BACHELOR OF SCIENCE MEDICAL TECHNOLOGY

Medical Technologist

The mission of the Medical Technology program is to graduate competent, ethical professionals with the knowledge and the skills necessary for work as entry-level medical technologists. The registered medical technologist (also known as a clinical laboratory scientist) is an allied health professional who is qualified by academic and practical training to provide service in clinical laboratory science. The ability to relate to people, a capacity for calm and reasoned judgment, and a demonstration of commitment to the patient are essential qualities for a medical technologist. The medical technologist must demonstrate ethical and moral attitudes and principles, which are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnosis must be maintained. A medical technologist is competent in the following:

- Developing and establishing procedures for collecting, processing, and analyzing biological specimens and other substances.
- Performing analytical tests of body fluids, cells, and other substances.
- Integrating and relating data generated by various clinical laboratory departments while making decisions regarding possible discrepancies.
- Confirming abnormal results, performing and verifying quality control procedures, and developing solutions to problems concerning the generation of laboratory data.
- Making decisions in response to the results of quality control and quality assurance measures and instituting proper procedures to maintain accuracy and precision.
- Establishing and performing preventive and corrective maintenance of equipment and instruments, as well as identifying appropriate sources for repairs.
- Developing, evaluating and selecting new techniques, instruments and methods in terms of their usefulness and practicality within the context of a given laboratory's personnel, equipment and budgetary resources.
- Demonstrating professional conduct and interpersonal skills with patients, laboratory personnel, other health care professionals, and the public.
- Establishing and maintaining continuing education as a function of growth and maintenance of professional competency.
- Providing leadership in educating other health personnel and the community.
- Exercising principles of management, safety and supervision.
- Applying principles of educational methodology and principle of current information systems.

Upon graduation and initial employment, the medical technologist should be able to demonstrate entry-level competencies in the above areas of professional practice. Graduates are eligible to sit for national certification exams in medical technology/ clinical laboratory science after completion of the program.

PROGRAM OUTCOMES

The specific educational outcomes for the program are to produce graduates who:

- Demonstrate entry-level competencies for medical laboratory technologist in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations
- Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professionals.
- Find gainful employment as laboratory professionals.
- Meet statewide staffing needs.
- Demonstrate a successful employment record in the field through employment retention and professional advancement.
- Demonstrate a commitment to the laboratory profession through participation in continuing education and providing continuing education.
- Demonstrate a commitment to the laboratory profession through sustained membership in professional organizations.
- Demonstrate a commitment to learning by pursuing and advanced degree.

BACHELOR OF SCIENCE, MEDICAL TECHNOLOGY

ADMISSION REQUIREMENTS

1. Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of this chapter.
2. Complete the General Admission Requirements for all programs in the Medical Laboratory Technology Department that are listed at the beginning of this section.
3. Meet with the Medical Technology Program advisor regarding application, program admission, and development of a program of study.

ACADEMIC PROGRESS

In order to progress within the Bachelor of Science Medical Technology program, students must earn a satisfactory grade (C or higher or P) in all medical technology courses required for the degree and demonstrate professional behavior as defined by the "Medical Laboratory Technology Department Core Abilities" and associated behavior criteria. Satisfactory progress is demonstrated by exhibiting Developing Level Criteria by the end of the second year (assessed by core faculty), and Entry Level criteria by the end of the Medical Technology Practicum (assessed by clinical instructors). Students must receive a score of "3" or higher on the Developing Level Criteria in order to progress in the program and a score of "3" or higher in the Entry Level Criteria to graduate from the program. Students who are unable to earn an acceptable grade in the MEDT courses during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

When the number of students admitted to the program exceeds the number that can be accommodated in the clinical practicum, students are placed on an “alternate list” and informed they can complete their practicum should space become available, or they are given preference for a subsequent semester. Students receive a letter stating they are an alternate; they sign and return the letter acknowledging alternate status.

DEGREE REQUIREMENTS

1. Complete the University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the Medical Technology program, the required support courses meet the Quantitative Skills and Natural Science Requirements.
3. Complete the Required Support Courses and Major Requirements listed below:

REQUIRED SUPPORT COURSES

Complete all **31-36** credits of support courses for the Medical Technology major with a satisfactory grade (C or higher).

BIOL A111 Human Anatomy and Physiology I	4
BIOL A112 Human Anatomy and Physiology II	4
CHEM A103/L Survey of Chemistry (4)	4
OR	
CHEM A105/L General Chemistry I (4)	
 CHEM A104L Introduction to Organic Chemistry and Biochemistry (4)	4/7
OR	
CHEM A106/L General Chemistry II (4) AND CHEM A321 (3)	
MATH 107 College Algebra or Higher (may not use MATH A205)	4/3
STAT A252 Elementary Statistics or Higher	3/4
ENGL A212 Technical Writing	3
CIS A305 Managerial Presentations	3
PHIL A302 Biomedical Ethics	3

MAJOR REQUIREMENTS

1. Complete the following major courses with a satisfactory grade (C or higher or P).
- | | |
|---|---|
| MEDT A132 Introduction to Laboratory Medicine | 3 |
| OR | |
| MEDT A101 Phlebotomy Procedures (3) | |
| AND | |
| MEDT A133 Basic Techniques Lab Medicine (1) | 4 |
| MEDT A202 Clinical Chemistry | 6 |
| MEDT A203 Clinical Microbiology | 6 |
| MEDT A204 Hematology and Coagulation | 6 |
| MEDT A206 Immunology and Blood Banking | 6 |
| MEDT A208 Urine and Body Fluid Analysis | 3 |
| MEDT A301 Clinical Molecular Biology | 4 |

MEDT A302 Clinical Laboratory Education and Management	4
MEDT A303 Advanced Clinical Microbiology	6
MEDT A401 Introduction to Research	2
MEDT A495 Medical Technology Practicum (12)	24

2. A total of **122-128** credits is required for the degree, of which 42 credits must be upper-division.

FACULTY

Gloria Kragness, Assistant Professor, AFGAK@uaa.alaska.edu

Heidi Mannion, Associate Professor, AFHAM@uaa.alaska.edu

GENERAL UNIVERSITY REQUIREMENTS

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

GENERAL COURSE REQUIREMENTS

Complete the Associate of Applied Science General Course Requirements (15 credits) located at the beginning of this chapter. (Completion of BIOL A100 and PSY A150 fulfill the requirement of six (6) credits of Mathematics, Humanities, Social Sciences or Natural Sciences.)

MAJOR REQUIREMENTS

1. Complete the required courses for the Preparation for the Certified Medical Assisting (CMA) Exam as outlined above with a minimum grade of C in each course. 40
2. Complete 8 to 9 credits in the following courses: 8-9

ACCT A120	Bookkeeping for Business (3)	
	or	
ACCT A101	Principles of Accounting (3)	
DN A101	Principles of Nutrition (3)	
	or	
DN A203	Nutrition for Health Sciences (3)	
MA A110	Principles of Radiography (3)	
MA A141	Medical Transcription II (3)	
MA A320	Advanced Case Studies in Medical Coding (2)	
MEDT A101	Phlebotomy Procedures (3)	
3. Elective credits. 0-3
4. A minimum of 60 credits is required for this degree.

FACULTY

Pam Ventgen, Assistant Professor, AFPKV@uaa.alaska.edu
Robin Wahto, Associate Professor, AFRJW@uaa.alaska.edu

MEDICAL LABORATORY TECHNOLOGY

Allied Health Sciences Building (AHS) Room 169, (907) 786-4930,
www.uaa.alaska.edu/ctc/programs/alliedheath/medt

The Medical Laboratory Technology Department has a strong commitment to the career ladder approach to higher education. With Career Ladder programs, the students enrolled in the Bachelor of Science in Medical Technology have an option to gain Phlebotomy certification in one year and Medical Laboratory Technician certification in two years as they pursue a bachelor's degree. The AAS graduates who wish to obtain a bachelor's degree in Medical Technology may "career ladder" without loss of credit.

General Admission Requirements for all students entering programs offered by the Medical Laboratory Technology Department include:

1. Complete the Medical Laboratory Technology program application.
2. Review the Essential Requirements for Admission and return the signed form to the department.
3. High School diploma or GED equivalency.

4. Prior to enrollment in either MEDT A101 or MEDT A132, students must provide documentation of the following:
 - Immunity to rubella, rubeola and chicken pox confirmed by titer.
 - Immunity to Hepatitis A and Hepatitis B. Students must have started the immunization series prior to enrolling in the courses. *Tetanus/diphtheria/pertussis (Tdap)*
 - *Diphtheria/tetanus* vaccination within the past ten years.
 - Freedom from active tuberculosis, documented annually by negative PPD skin test or by health exam by a nurse practitioner, physician or physician's assistant.
5. Prior to enrolling in a practicum (MEDT A195A, MEDT A195B, MEDT A295 or MEDT A495) students must
 - Demonstrate computer competency in the prerequisite MEDT courses. *a background check*
 - Provide documentation of an ~~Interested Person Report~~ within six months prior to start of practicum.
 - Provide proof of personal medical insurance coverage.

Additional admission requirements are listed under program descriptions.

The Medical Laboratory Technology Department assumes no responsibility for illness or injuries experienced by students in conjunction with student labs. It is strongly recommended that students maintain personal medical insurance while enrolled in any of the programs offered by the Medical Laboratory Technology Department. Students enrolled in practicum (MEDT A195A, MEDT A195B, MEDT A295 or MEDT A495) must provide their own transportation to the clinical facility. Personal protective equipment is provided by the training facility. The clinical facilities require proof of medical insurance coverage; therefore, students are required to maintain personal medical insurance while enrolled in practicum courses. Medical insurance is available through the Student Health Center. Liability insurance is purchased by the Medical Laboratory Technology Department to cover the student's practicum. The Occupational Endorsement Certificate, AAS, and BS degrees are not contingent upon the students passing any type of external certification or licensure examination.

The AAS in Medical Laboratory Technology and the BS in Medical Technology Programs are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 8410 W. Bryn Mawr Avenue, Suite 670, Chicago, IL, 60631-3415. NAACLS is recognized by the United States Department of Education and by the Council for Higher Education.

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.

OCCUPATIONAL ENDORSEMENT CERTIFICATE, PHLEBOTOMIST

Phlebotomists obtain blood and other samples for laboratory testing. They establish professional relationships with their patients, collect and prepare specimens, maintain collection areas and equipment and perform record keeping duties. Students are eligible to sit for national certification exams in phlebotomy after completion of MEDT A195A.

ADMISSION REQUIREMENTS

1. Complete the Occupational Endorsement Admission Requirements at the beginning of this chapter.
2. Complete the General Admissions requirements for all programs in the Medical Laboratory Technology Department that are listed at the beginning of this section.
3. Meet with the Medical Laboratory Technology Program advisor regarding application, program admission, and development of a program of study.

Students must earn a satisfactory grade (C or higher or P) in the following courses:

MEDT A101	Phlebotomy Procedures	3
MEDT A110	Specimen Processing	3
MEDT A195A	Phlebotomy Practicum	3
A total of 9 credits is required for the certificate		

OCCUPATIONAL ENDORSEMENT CERTIFICATE, CLINICAL ASSISTANT

Clinical assistants perform basic laboratory testing in medical laboratories, working under the supervision of a medical technologist, medical laboratory technician or pathologist. A clinical assistant collects and processes blood specimens and performs test procedures in chemistry, hematology, microbiology and urinalysis. A clinical assistant is competent in the following:

- Demonstrating knowledge of infection control and safety practices.
- Using common medical terminology.
- Following standard operating procedures to collect specimens.
- Preparing blood and body fluid specimens for analysis according to standard operating procedures.
- Preparing/reconstituting reagents, standards and controls according to standard operating procedures.
- Performing appropriate tests at the clinical assistant level, according to standard operating procedures.
- Following established quality control protocols
- Communicating (verbally and nonverbally) effectively and appropriately in the workplace.
- Using information systems necessary to accomplish job functions.
- Identifying and reporting potential pre-analytical errors that may occur during specimen collection, labeling, transporting and processing.

ADMISSION REQUIREMENTS

1. Complete the Occupational Endorsement Admission Requirements at the beginning of this chapter.
2. Complete the General Admissions requirements for all programs in the Medical Laboratory Technology Department that are listed at the beginning of this section.
3. The Clinical Assistant Occupational Endorsement Certificate is only offered by distance delivery. Students must contact the Medical Laboratory Technology Department to arrange for a mentor and clinical training facility prior to enrolling in any of the courses.
4. Students must earn a satisfactory grade (C or higher or P) in the following courses:

MEDT A101	Phlebotomy Procedures	3
MEDT A110	Specimen Processing	3
MEDT A195A	Phlebotomy Practicum	3
MEDT A102	Urinalysis for Clinical Assistants	2

MEDT A103	Hematology for Clinical Assistants	3
MEDT A104	Clinical Chemistry for Clinical Assist	3
MEDT A105	Microbiology for Clinical Assistants	3
MEDT A195B	Clinical Assistant Practicum	7
5. A total of 27 credits is required for the certificate.		

ASSOCIATE OF APPLIED SCIENCE, MEDICAL LABORATORY TECHNOLOGY

The mission of the Medical Laboratory Technology program is to graduate competent, ethical professionals with the knowledge and skills necessary for work as entry-level medical laboratory technicians. The registered medical laboratory technician (also known as a clinical laboratory technician) is an allied health professional who is qualified by academic and practical training to provide service in clinical laboratory science. The ability to relate to people, a capacity for calm and reasoned judgment, and a demonstration of commitment to the patient are essential qualities for medical laboratory technicians. The medical laboratory technician must demonstrate ethical and moral attitudes and principles, which are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnosis must be maintained. A medical laboratory technician is competent in the following:

- Performing analytical tests of body fluids, cells, and other substances.
- Performing preventive and corrective maintenance of equipment and instruments.
- Confirming abnormal results, performing and verifying quality control procedures.
- Exercising principles of safety.
- Demonstrating professional conduct and interpersonal skills with patients, laboratory personnel, other health care professionals, and the public.
- Establishing and maintaining continuing education as a function of growth and maintenance of professional competency.

Upon graduation and initial employment, the medical laboratory technician/clinical laboratory technician should be able to demonstrate entry-level competencies in the above areas of professional practice. Graduates are eligible to sit for national certification exams in medical laboratory technician/clinical laboratory technician after completing the program.

PROGRAM OUTCOMES

The specific educational outcomes for the program are to produce graduates who:

- Demonstrate entry-level competencies for medical laboratory technicians in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.
- Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professional.
- Find gainful employment as laboratory professionals.
- Meet statewide staffing needs.
- Demonstrate a successful employment record in the field through employment retention and professional advancement.
- Demonstrate a commitment to the laboratory profession through participation in continuing education and providing continuing education.

- Demonstrate a commitment to the laboratory profession through sustained membership in professional organizations.
- Demonstrate a commitment to learning by pursuing an advanced degree.

ADMISSION REQUIREMENTS

1. Complete the Associate Degree Programs Admission Requirements at the beginning of this chapter.
2. Complete the General Admissions requirements for all programs in the Medical Laboratory Technology Department that are listed at the beginning of this section.
3. Meet with the Medical Laboratory Technology Program advisor regarding application, program admission, and development of a program of study.

ACADEMIC PROGRESS

In order to progress within the Associate of Applied Science in Medical Laboratory Technology program, students must earn a satisfactory grade (C or higher or P) in all medical laboratory technology (MEDT) courses required for the degree and demonstrate professional behavior as defined by the "Medical Laboratory Technology Department Core Abilities" and associated behavior criteria. Satisfactory progress is demonstrated by exhibiting Developing Level Criteria by the end of the second year (assessed by core faculty), and Entry Level Criteria by the end of the Clinical Practicum (assessed by clinical instructors). Students must receive a score of "3" or higher on the Developing Level Criteria in order to progress in the program and a score of "3" or higher in the Entry Level Criteria to graduate from the program. Students who are unable to earn an acceptable grade in the MEDT courses during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

When the number of students admitted to the program exceeds the number that can be accommodated in the clinical practicum, students are placed on an "alternate list" and informed they can complete their practicum should space become available, or they are given preference for a subsequent semester. Students receive a letter stating they are an alternate; they sign and return the letter acknowledging alternate status.

DEGREE REQUIREMENTS

1. Complete the General University Requirements for Associate of Applied Science Degrees found at the beginning of this chapter.
2. Complete the General Course Requirements for Associate of Applied Science degrees found at the beginning of this chapter. In the Medical Laboratory Technology Program, the required support courses meet the AAS General course Requirements.
3. Complete the Required Support Courses and the Major Requirements listed below.

REQUIRED SUPPORT COURSES

Complete all 15 credits of support courses for the Medical Laboratory Technology major with a satisfactory grade (C or higher).

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
CHEM A103/L	Survey of Chemistry	4
CHEM A104	Introduction to Organic Chemistry and Biochemistry	3

MAJOR REQUIREMENTS

1. Complete the following major courses with a satisfactory grade (C or higher or P).

MEDT A132	Introduction to Laboratory Medicine	3
	OR	
MEDT A101	Phlebotomy Procedures (3)	
	AND	
MEDT A133	Basic Techniques Lab Medicine (1)	4
MEDT A202	Clinical Chemistry	6
MEDT A203	Clinical Microbiology	6
MEDT A204	Hematology and Coagulation	6
MEDT A206	Immunology and Blood Banking	6
MEDT A208	Urine and Body Fluid Analysis	3
MEDT A250	Capstone Seminar	1
MEDT A295	Clinical Practicum	12
2. A total of 67-68 credits is required for the degree.

BACHELOR OF SCIENCE, MEDICAL TECHNOLOGY

MEDICAL TECHNOLOGIST

The mission of the Medical Technology program is to graduate competent, ethical professionals with the knowledge and the skills necessary for work as entry-level medical technologists. The registered medical technologist (also known as a clinical laboratory scientist) is an allied health professional who is qualified by academic and practical training to provide service in clinical laboratory science. The ability to relate to people, a capacity for calm and reasoned judgment, and a demonstration of commitment to the patient are essential qualities for a medical technologist. The medical technologist must demonstrate ethical and moral attitudes and principles, which are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnosis must be maintained. A medical technologist is competent in the following:

- Developing and establishing procedures for collecting, processing, and analyzing biological specimens and other substances.
- Performing analytical tests of body fluids, cells, and other substances.
- Integrating and relating data generated by various clinical laboratory departments while making decisions regarding possible discrepancies.
- Confirming abnormal results, performing and verifying quality control procedures, and developing solutions to problems concerning the generation of laboratory data.
- Making decisions in response to the results of quality control and quality assurance measures and instituting proper procedures to maintain accuracy and precision.
- Establishing and performing preventive and corrective maintenance of equipment and instruments, as well as identifying appropriate sources for repairs.
- Developing, evaluating and selecting new techniques, instruments and methods in terms of their usefulness and practicality within the context of a given laboratory's personnel, equipment and budgetary resources.
- Demonstrating professional conduct and interpersonal skills with patients, laboratory personnel, other health care professionals, and the public.

- Establishing and maintaining continuing education as a function of growth and maintenance of professional competency.
- Providing leadership in educating other health personnel and the community.
- Exercising principles of management, safety and supervision.
- Applying principles of educational methodology and principle of current information systems.

Upon graduation and initial employment, the medical technologist should be able to demonstrate entry-level competencies in the above areas of professional practice. Graduates are eligible to sit for national certification exams in medical technology/ clinical laboratory science after completion of the program.

PROGRAM OUTCOMES

The specific educational outcomes for the program are to produce graduates who:

- Demonstrate entry-level competencies for medical technologists in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.
- Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professional.
- Find gainful employment as laboratory professionals.
- Meet statewide staffing needs.
- Demonstrate a successful employment record in the field through employment retention and professional advancement.
- Demonstrate a commitment to the laboratory profession through participation in continuing education and providing continuing education.
- Demonstrate a commitment to the laboratory profession through sustained membership in professional organizations.
- Demonstrate a commitment to learning by pursuing an advanced degree.

ADMISSION REQUIREMENTS

1. Complete the Baccalaureate Degree Programs Admission Requirements in Chapter 7 of this catalog.
2. Complete the General Admission Requirements for all programs in the Medical Laboratory Technology Department that are listed at the beginning of this section.
3. Meet with the Medical Technology Program advisor regarding application, program admission, and development of a program of study.

ACADEMIC PROGRESS

In order to progress within the Bachelor of Science Medical Technology program, students must earn a satisfactory grade (C or higher or P) in all medical technology courses required for the degree and demonstrate professional behavior as defined by the "Medical Laboratory Technology Department Core Abilities" and associated behavior criteria. Satisfactory progress is demonstrated by exhibiting Developing Level Criteria by the end of the second year (assessed by core faculty), and Entry Level criteria by the end of the Medical Technology Practicum (assessed by clinical instructors). Students must receive a score of "3" or higher on the Developing Level Criteria in order to progress in the program and a score of "3" or higher in the Entry Level Criteria to graduate from the program. Students who are unable to earn an acceptable grade in the MEDT courses during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

When the number of students admitted to the program exceeds the number that can be accommodated in the clinical practicum, students are placed on an "alternate list" and informed they can complete their practicum should space become available, or they are given preference for a subsequent semester. Students receive a letter stating they are an alternate; they sign and return the letter acknowledging alternate status.

DEGREE REQUIREMENTS

1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the Medical Technology program, the required support courses meet the Quantitative Skills and Natural Science Requirements.
3. Complete the Required Support Courses and Major Requirements listed below.

REQUIRED SUPPORT COURSES

Complete all ~~32-35~~ ³¹⁻³⁶ credits of support courses for the Medical Technology major with a satisfactory grade (C or higher).

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
CHEM A103/L	Survey of Chemistry (4)	4
	OR	
CHEM A105/L	General Chemistry I (4)	
CHEM A104L	Introduction to Organic Chemistry and Biochemistry (4)	4/7
	OR	
CHEM A106/L	General Chemistry II (4) AND	
CHEM A321	Organic Chemistry I (3) (may not use	
MATH A107	College Algebra or Higher EXCEPT	
MATH A205	Communicating Mathematical Ideas	3
STAT A252	Elementary Statistics or Higher	3/4
ENGL A312	Advanced Technical Writing	3
CIS A305	Managerial Presentations	3
PHIL A302	Biomedical Ethics	3
	ENGL A312 Technical Writing	3

MAJOR REQUIREMENTS

1. Complete the following major courses with a satisfactory grade (C or higher or P).
- | | | |
|-----------|--|----|
| MEDT A132 | Introduction to Laboratory Medicine | 3 |
| | OR | |
| MEDT A101 | Phlebotomy Procedures (3) | |
| | AND | |
| MEDT A133 | Basic Techniques Lab Medicine (1) | 4 |
| MEDT A202 | Clinical Chemistry | 6 |
| MEDT A203 | Clinical Microbiology | 6 |
| MEDT A204 | Hematology and Coagulation | 6 |
| MEDT A206 | Immunology and Blood Banking | 6 |
| MEDT A208 | Urine and Body Fluid Analysis | 3 |
| MEDT A301 | Clinical Molecular Biology | 4 |
| MEDT A302 | Clinical Laboratory Education and Management | 4 |
| MEDT A303 | Advanced Clinical Microbiology | 6 |
| MEDT A492 | Undergraduate Seminar | 1 |
| MEDT A495 | Medical Technology Practicum (12) | 24 |
2. A total of ~~123-127~~ ¹²²⁻¹²⁸ credits is required for the degree, of which 42 credits must be upper-division.

FACULTY

Gloria Kragness, Assistant Professor, AFGAK@uaa.alaska.edu
Heidi Mannion, Associate Professor, AFHAM@uaa.alaska.edu



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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix HNRS	3. Course Number A191	4. Previous Course Prefix & Number		5a. Credits/CEU 1.0	5b. Contact Hours (Lecture + Lab) (1+0))
6. Complete Course/Program Title Freshman Honors Tutorial Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status Yes # of Repeats 1 Max Credits 2		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course University Honors College					
14. Coordinate with Affected Units: Department, School, or College _____ Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Offers freshman-level intensive reading, writing, and discussion relating to the content of another course with which it is associated; the associated course varies from term to term. Students receive additional instruction in interpreting texts, recognizing distinctions and explaining them in expository writing, and defending their opinions in class discussion. Special Note: Subtitle varies; may be repeated once for credit with a different subtitle. Concurrent enrollment is required in the associated course whose title is the same as the subtitle of HNRS A191.					
17a. Course Prerequisite(s) (list prefix and number) none		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required) see special note	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Enrollment limited to students admitted to the Forty-Ninth State Fellows Program, and also open to students enrolled in the University Honors College who have permission to enroll from the University Honors College.			
18. ☐ Mark if course has fees					
19. Justification for Action Changing the wording on our registration restriction from Honors Program to Honors College.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

UNIVERSITY HONORS COLLEGE

FORTY-NINTH STATE FELLOWS PROGRAM

I. **Date of Initiation:** March 26, 2007

II. **Course Information**

Course Subject/ Number: HNRS A191

Credits and Contact Hours: 1.0 Credits, 1+0 Contact Hours

Course Title: Freshman Honors Tutorial

Grading Basis: A – F

Course Description: Offers freshman-level intensive reading, writing, and discussion relating to the content of another course with which it is associated; the associated course varies from term to term. Students receive additional instruction in interpreting texts, recognizing distinctions and explaining them in expository writing, and defending their opinions in class discussion.

Special Note: Subtitle varies; may be repeated once for credit with a different subtitle. Concurrent enrollment is required in the associated course whose title is the same as the subtitle of HNRS A191.

Prerequisites: n.a.

Co-requisites: see special note

Repeat status: may be repeated once for credit with a different subtitle.

Registration Restriction: Enrollment limited to students admitted to the Forty-Ninth State Fellows Program, and also open to students enrolled in the University Honors College who have permission to enroll from the University Honors College.

III. **Instructional Goals and Student Outcomes**

A. **Instructional Goals:**

The instructor will:

1. Provide guidance in careful reading of course texts and an example in interpreting, appraising, and appreciating them.
2. Help students to recognize distinctions in arguments and style in the course texts and to explain them in expository writing.
3. Critique and grade written exercises by each student, offering additional instruction in English grammar, spelling, punctuation, diction, and style to provide reinforcement of expository writing skills.
4. Moderate class discussion of reading assignments in which students explain and defend their opinions, demonstrating appropriate skills of listening and response in conversation with other students.

B. **Student Outcomes:**

Students who successfully complete this course will have demonstrated the following sorts of knowledge and skills:

1. Read, explain, and interpret texts.

2. Recognize distinctions in arguments and style in the course texts and explain their use in expository papers.
3. Use English prose capably for writing about the course material.
4. Explain and defend opinions in class discussion.
5. Listen and respond in conversation with other students.
6. Record knowledge gained from participation in selected enrichment activities such as concerts, civic organization meetings, colloquia, and lectures (for students enrolled in the Forty-Ninth State Fellows Program).
7. Demonstrate an appreciation for the role of leadership and take advantage of leadership opportunities in public and private sector organizations and institutions.

IV Guidelines for Evaluation

- A. Letter Graded (A/F)
- B. Students will be graded on the following basis:
 1. Papers (50%): written exercises, with marks giving equal weight to grasp of course material and literacy of expository prose
 2. Class discussion and participation (50%): value of contributions to class discussion (not just frequency) and attendance in class. Students enrolled in the Forty-Ninth State Fellows Program will also be graded on the basis of required attendance and participation in enrichment activities: concerts, civic organization meetings, colloquia, lectures, etc.

V Course Level Justification

This course is at the 100 level. It is an introductory freshman tutorial presupposing no previous acquaintance with course material at the college level, but only the qualifications and capabilities expected of students admitted to the Forty-Ninth State Fellows Program or, with the instructor's approval, the University Honors College.

VI. Topical Course Outline

This course will be concomitant with HIST A101 (fall semester) and HNRS A192 (spring semester), or with HNRS A192 (fall semester) and HIST A102 (spring semester). The specific readings and topics of discussion will vary depending on the course with which the tutorial is associated. The course will provide enrichment instruction in canonical texts emphasizing the following:

- A. Introduction
 1. Assigned readings and the interpretation of texts
 2. Assigned papers and making distinctions in expository writing
 3. Fundamentals of expository writing
 4. Expectations for fruitful participation in class discussion
- B. Close reading and Interpretation of texts
 1. Characterizing the work
 2. Determining the subject matter of the work

3. Discerning the author's intention
 4. Recognizing key problems and questions
 5. Assessing the adequacy of the author's treatment of the subject
- C. Making distinctions in expository writing
1. Distinctiveness of expository writing
 2. Identifying continuities and discontinuities in the subject matter
 3. Developing a thesis for an expository paper
 4. Arguing for the thesis with supporting evidence
- D. Reinforcement of expository writing skills
1. Review of English grammar, spelling, diction, punctuation, and style as needed
 2. Identifying a subject
 3. Preparing an outline
 4. How to write effective sentences and paragraphs
 5. Beginnings and conclusions
 6. Organizing an argument
 7. Treatment of evidence
 9. Library research
 9. Revision and proofreading
- E. Improvement of the skills of discourse in relation to the following:
1. Identification of problems and questions
 2. Gathering of evidence from the reading
 3. Outlining possible remarks
 4. Careful listening
 5. Constructive contributions
 6. Responding to disagreement or criticism
 7. Balance of remarks and points of view
 8. Rescuing the discussion when it has stalled or taken a wrong turn

VII. Suggested Texts

Suggested texts for the tutorial will depend on the course with which it is associated. If the tutorial is associated with HIST A101, Western Civilization I, then some of the following books (or parts of them) may be appropriate:

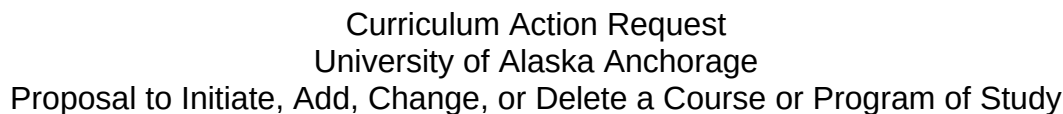
Homer, *The Iliad*
 Thucydides, *The Peloponnesian War*
 Sophocles, *Antigone*
 Plato, *Symposium*
 Xenophon, *Anabasis*
 Aristotle, *The Athenian Constitution*
 St. Paul, Letters
 Cicero, *De Officiis*
 Virgil, *Aeneid*

St. Augustine, *Confessions*
Alfarabi, *The Attainment of Happiness*
More, *Utopia*
Shakespeare, *Julius Cæsar*
Swift, *Gulliver's Travels*
Milton, *Paradise Lost*
Luther, *Small Catechism*
Bacon, *New Atlantis*

VIII Bibliography

Theodore M. Bernstein, *The Careful Writer: A Modern Guide to English Usage* (New York: Free Press, 1998).
James Cochrane, *Between You and I: A Little Book of Bad English* (Cambridge, England: Icon Books, 2004).
O'Conner, Patricia T., *Woe Is I: The Grammarphobe's Guide to Better English in Plain English* (New York: Riverhead Books, 2003).
Lynne Truss, *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation* (New York: Gotham Books, 2004).

Other books specific to the subject of the associated course will also be relevant.



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____
____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

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

Date: 3/26/07

Program: UAA Honors Program

Course Number and Title: HNRS 192 – Honors Seminar: Enduring Books

Credits: 3.0

I. Course Description

An honors seminar focusing on the directed reading of a single book of enduring significance.

II. Course Design

- A.** Course design and course level justification: This course is designed as an umbrella course providing the introduction to the University Honors Program for first-year students. The seminar will focus on the art of reading a text closely and grappling with its significance while at the same time honing the student's abilities in listening, writing, and speaking. Class discussion will be required, augmented by student presentations.

The book chosen will vary by field, e.g., a seminar taught by an economist might read Adam Smith's *The Wealth of Nations*, one taught by a mathematician Euclid's *Elements*, one taught by a political scientist Plato's *Republic*, one taught by a Spanish professor Cervantes' *Don Quixote*, one taught by an English professor Shakespeare's *Macbeth* or Jane Austen's *Pride and Prejudice*, etc. The chosen book for a particular seminar may be from Western or other cultures.

- B.** 3.0 credits

- C.** Total time of student involvement:

- (1) Seminar hours per week: three
- (2) Total time expected outside of class: six or more hours per week

- D.** Status of the course relative to degree program: required course for University Honors, and elective (on a space-available basis) for other students.

- E.** Lab fees: none

- F.** Taught in standard semester time frame.

- G. Registration Restriction:** Enrollment limited to students admitted to the University Honors College, and to students who have permission to enroll from the University Honors College.

III. Course Activities

The course will meet as a small seminar for discussion of the reading. Students will prepare several short papers on the book being read, and a major essay, a summary of which may be presented to the class as a whole.

IV. Course Prerequisites/Co-requisites

None.

V. Course Evaluation

- A.** Grading is A-F.

- B.** Evaluation is based on:

At least five short papers on the book read	40%
Oral presentation and class participation	20%
Major essay and/or examination(s)	40%

The above are general guidelines; each professor teaching a section of the course based on a specific book will develop specific evaluation criteria for that section.

VI. Content Outline

The course is an umbrella course under which specific content outlines will be developed to match the specific book being read. The following sample outline is for a course on justice centering around the reading of Plato's *Republic*.

1. Introduction
2. Aristophanes, *The Clouds*
3. Plato, *Apology of Socrates*
4. Plato, *Republic*, Book I
5. *Republic*, Book II
6. *Republic*, Book III
7. *Republic*, Book IV
8. Aristophanes, *Ecclesiazusae*
9. *Republic*, Book V
10. *Republic*, Book VI
11. *Republic*, Book VII
12. *Republic*, Book VIII
13. *Republic*, Book IX
14. *Republic*, Book X

15. Review and conclusion

VII. Instructional Goals

The instructor will:

- 1) Teach the skills of close reading,
- 2) Encourage critical thinking and teach students to analyze what they are reading and place it in a larger context
- 3) Help students to improve their writing style, and
- 4) Help students to develop their capacity for interactive discussion, including both listening and presentation skills.

In addition, honors students will start the program with strong mentoring from a faculty member, and benefit from early development of a sense of intellectual community among their honors student peers.

VIII. Student Outcomes

Students will:

- 1) Learn to read closely and demonstrate comprehension of the readings through weekly discussions of assigned texts,
- 2) Be able to write expository papers making good use of evidence from the texts using a suitable academic format, and
- 3) Demonstrate a capacity for interactive discussion through classroom participation and an oral presentation to the class.

IX. Bibliography

The bibliography, references, and reading list will vary according to the book chosen for the course selection.



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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix HNRS	3. Course Number A291	4. Previous Course Prefix & Number		5a. Credits/CEU 1.0	5b. Contact Hours (Lecture + Lab) (1+0))
6. Complete Course/Program Title Sophomore Honors Tutorial Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status Yes # of Repeats 1 Max Credits 2		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course University Honors College					
14. Coordinate with Affected Units: Department, School, or College _____ Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Offers sophomore-level intensive reading, writing, and discussion relating to the content of another course with which it is associated; the associated course varies from term to term. Students receive additional instruction in examining arguments in the readings, demonstrating their grasp of questions in expository writing, and using these skills in class discussion. Special Note: Subtitle varies; may be repeated once for credit with a different subtitle. Concurrent enrollment is required in the associated course whose title is the same as the subtitle of HNRS A291.					
17a. Course Prerequisite(s) (list prefix and number) HNRS A191, HNRS A192		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required) see special note	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Enrollment limited to students admitted to the Forty-Ninth State Fellows Program, and also open to students enrolled in the University Honors College who have permission to enroll from the University Honors College.			
18. ☐ Mark if course has fees					
19. Justification for Action Changing the wording on our registration restriction from Honors Program to Honors College.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

UNIVERSITY HONORS COLLEGE

FORTY-NINTH STATE FELLOWS PROGRAM

I. Date of Initiation: March 26, 2007

II. Course Information

Course Subject/ Number: HNRS A291

Credits and Contact Hours: 1.0 Credits, 1+0 Contact Hours

Course Title: Sophomore Honors Tutorial

Grading Basis: A – F

Course Description: Offers sophomore-level intensive reading, writing, and discussion relating to the content of another course with which it is associated; the associated course varies from term to term. Students receive additional instruction in examining arguments in the readings, demonstrating their grasp of questions in expository writing, and using these skills in class discussion. Special Note: Subtitle varies; may be repeated once for credit with a different subtitle. Concurrent enrollment is required in the associated course whose title is the same as the subtitle of HNRS A291.

Prerequisites: HNRS A191, HNRS A192

Co-requisites: see special note

Repeat status: may be repeated once for credit with a different subtitle.

Registration Restrictions: Enrollment limited to students admitted to the Forty-Ninth State Fellows Program, and also open to students enrolled in the University Honors College who have permission to enroll from the University Honors College.

III. Instructional Goals and Student Outcomes

A. Instructional Goals:

The instructor will:

1. Provide guidance in careful reading of course texts and demonstrate how to examine arguments in them.
2. Help students to establish questions and to outline them in expository writing.
3. Help students to examine arguments and to discuss them in class.

B. Student Outcomes:

Students who successfully complete this course will be expected to:

1. Demonstrate the ability to carefully read and examine arguments in the course readings.
2. Construct questions from reading and analyze them in expository papers.
3. Apply English prose for writing about the course material.

4. Examine arguments and grasp questions in class discussion and communicate their understanding to the class.
5. Listen and respond in conversation with other students.
6. Record knowledge gained from participation in selected enrichment activities such as concerts, civic organization meetings, colloquia, and lectures (for students enrolled in the Forty-Ninth State Fellows Program).

IV Guidelines for Evaluation

- A. Letter Graded (A/F)
- B. Students will be graded on the following basis:
 1. Papers (50%): written exercises, with marks giving equal weight to grasp of course material and literacy of expository prose
 2. Class discussion and participation (50%): value of contributions to class discussion (not just frequency) and attendance in class. Students enrolled in the Forty-Ninth State Fellows Program will also be graded on the basis of required attendance and participation in enrichment activities: concerts, civic organization meetings, colloquia, lectures, etc.

V Course Level Justification

This course is at the 200 level. It is a sophomore tutorial presupposing the education that has occurred in the previous tutorial, HNRS A191, at the freshman level, which is a prerequisite for enrollment. Students gain further practice in and refine the skills they learned in HNRS A191 but build on them to make more sophisticated arguments.

VI. Topical Course Outline

This course will be concomitant with another course each semester (ECON A101, HIST A131, or PS A330 in the fall; HIST A132 or HNRS A292 in the spring). The specific readings and topics of discussion vary depending on the course with which the tutorial is associated.

- A. Introduction
 1. Assigned readings and the examination of arguments in readings
 2. Assigned papers and showing a grasp of questions in expository writing
 3. Refinements in expository writing
 4. Expectations for fruitful participation in class discussion
- B. Examination of arguments in readings
 1. Discerning arguments
 2. Recognizing component parts of arguments
 3. Judging the adequacy of arguments and discovering weaknesses
 4. Considering bias, perspective, and context in arguments
 5. Rhetorical considerations in the presentation of arguments
- C. Grasping questions in expository writing

1. Presentation of a question in expository writing
 2. Providing for the perspective or limitations of a reader
 3. Demonstrating the author's grasp of a question in an original text
 4. Considering the limitations of an author's grasp of a question
- D. Refinements in expository writing
1. Review of English grammar, spelling, diction, punctuation, and style, as needed
 2. Proper citation of sources in the library and on the internet
 3. Style of footnotes and bibliographies
- E. Effective participation in class discussion
1. Presentation of arguments
 2. Showing a grasp of questions
 3. Gathering of evidence from the reading
 4. Careful listening
 5. Balance of remarks and points of view

VII. Suggested Texts

Suggested texts for the tutorial will depend on the course with which it is associated. If the tutorial is associated with PS A330, *The American Political Tradition*, then some of the following books (or parts of them), or other books like them, will be appropriate for use as tutorial texts:

Henry Adams, *The Education of Henry Adams*

James Bryce, *The American Commonwealth*

Martin Diamond, *The Founding of the Democratic Republic*

Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*

Gary Gregg, et al., *Patriot Sage: George Washington and the American Political Tradition*

Thomas Jefferson, *Notes on Virginia*

Philip Kurland and Ralph Lerner, ed., *The Founders' Constitution*, vol. I, *Major Themes*

George W. Pierson, *Tocqueville in America*

Richard Hofstadter, *The American Political Tradition*

Perry Miller, *Errand into the Wilderness*

Joseph Story, *Commentaries on the Constitution of the United States*

Harriet Beecher Stowe, *Uncle Tom's Cabin*

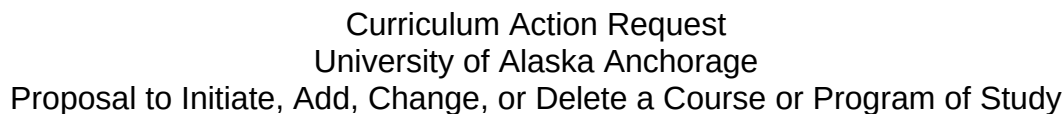
Thomas G. West, *Vindicating the Founders*

VIII Bibliography

Digby Anderson, *The Dictionary of Dangerous Words* (London: Social Affairs Unit, n.d.).

Henry Fowler, *A Dictionary of Modern English Usage*, 2nd rev. ed. (Oxford: Oxford University Press, 2003).

_____, *The King's English*, 3rd ed. (Oxford: Oxford University Press, 2003).
Covey MacGregor, *Bethump'd with Words* (Warren, VT: MLR Books, 1998).



Initiator (faculty only) _____ Date _____	Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____
Approved _____ Disapproved: _____ Department Chairperson _____ Date _____	Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

Course Content Guide
University of Alaska Anchorage
University Honors College

I. Date of Initiation: March 26, 2007

II. Course Information:

- A. College or School: Academic Affairs – University Honors College
- B. Course Subject/Number: HNRS A292
- C. 3.0 Credits 3 + 0 Contact Hours
- D. Course Title: Honors Seminar In Social Science
- E. Grading Basis: A-F
- F. Course Description: Examines selected topics from a social science perspective. Exposes students to a broad range of social issues, and helps them develop skills to examine and evaluate their world. Emphasizes research findings and skills, including the collection and analysis of both quantitative and qualitative data. Students will gain considerable experience communicating both orally and in writing.
- G. Prerequisites: None
- H. Enrollment limited to students admitted to the University Honors College, and to students who have permission to enroll from the University Honors College.
- I. Special note: this class may be repeated once for credit under a different subtitle.
- J. No fee

III. Instructional Goals and Defined Outcomes

- A. Instructional Goals. The instructor will:
 - 1. Introduce social science research methodology and applications.
 - 2. Provide examples of relevant social science theory and research.
 - 3. Guide students as they develop a research project and formulate analysis plans.
 - 4. Facilitate student discussions and active learning in a seminar format.
- B. Student Outcomes. Students will:
 - 1. Demonstrate knowledge of the social science discipline in under study through discussions and writings.
 - 2. Be able to formulate research ideas and hypotheses, examine a social science research question, and gain experience carrying out research by applying research methods learned in the course.
 - 3. Be able to employ appropriate research methodologies and applications to design a research project, including conducting a review of the relevant literature, and collecting and analyzing data.

IV. Course Activities

The course will be taught in a seminar format; students will be expected to come to class prepared to discuss reading materials and assignments.

Students will also be required to complete a major research project, which will involve designing and conducting a study on a topic of interest to the student. The project will require students to: 1) conduct a review of the relevant literature, 2) formulate a research question or hypothesis, 3) design a study to address the research question, 4) collect and analyze data, and 5) report the results both orally and in writing.

Although each student will conduct his or her own project, students will be asked to report to the class at each stage of the project, and help each other through in-class discussion.

V. Guidelines for Evaluation

- A.** Class participation in discussions
- B.** Writing assignments
- C.** Written exams
- D.** Research project/presentation

VI. Course Level Justification

This course does not presume prior knowledge and familiarity with the social science discipline under study, but does require writing and reading skills. Students will be required to apply social science research methods learned in class to a research question.

VII. Course Outline

Although the general focus of the course defined by the course description and the course activities must be maintained, individual instructors have considerable freedom to define specific content components, based on the instructor's discipline and personal perspective. The following is one sample outline for the course:

Topic: Modern American Culture

Part 1: Studying Culture from a Social Science Perspective

- Introduction to Class and Literature
- Surveys and Interviews
- Content Analysis and Naturalistic Observation
- Correlation and Experimentation
- Using Social Statistics and SPSS

Part 2: The American Identity – The All American Boy and the Girl Next Door?

- Gender Roles and Stereotypes
- Racial and Ethnic Identity
- The American Family
- Socioeconomics and the American Dream

Part 3: Cultural Images and Icons: The Influence of the Media and Entertainment Industry

- Advertising
- Television and Movies
- Popular Music Culture
- Sports

VIII. Suggested Texts

The textbooks used will vary depending on the social science topic being examined.

Following are textbooks which could be used for the subject “Modern American Culture.”

Finsterbusch, Kurt. (2002). Taking Sides: Clashing Views on Controversial Social Issues. McGraw-Hill/Dushkin.

Petracca, Michael & Sorapure, Madeleine. (2002). Common Culture: Reading and Writing about American Popular Culture. Prentice Hall.

IX. Bibliography

The bibliography, references, reading list, and films and videos will vary according to the specific perspective and course content elements chosen by the instructor of the specific course section. A sample bibliography for the topic of “Modern American Culture” follows. Many of these texts could be used for any social science topic taught in this course.

Modern American Culture

Cyrus, Virginia. (2000). *Experiencing Race, Class and Gender in the United States*. (3rd ed.) Mayfield: Mountain View, CA.

Finsterbusch, Kurt. (2002). Taking Sides: Clashing Views on Controversial Social Issues. McGraw-Hill/Dushkin.

Herron, Nancy L. (2002). The Social Sciences: a Cross-disciplinary Guide to Selected Sources. Englewood, Colo.: Libraries Unlimited.

Johnson, Allen. G. (2001). Privilege, Power, and Difference. Mayfield: Mountain View, CA.

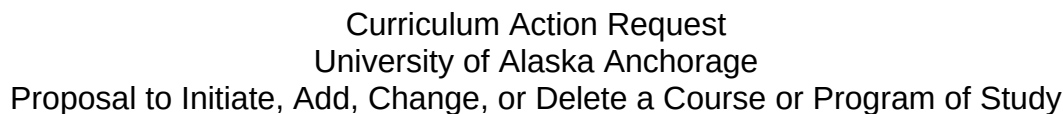
Matsumoto, David. (2000). Culture and Psychology. Brooks/Cole: Pacific Grove, CA.

Michie, Jonathan, ed. (2001). Reader's Guide to the Social Sciences. London: Fitzron Dearborn.

Petracca, Michael & Sorapure, Madeleine. (2002). Common Culture: Reading and Writing about American Popular Culture. Prentice Hall.

Pyrzczak, Fred. (1999). Evaluating Research in Academic Journals: A Practice Guide to Realistic Evaluation. Pyrczak Publishing: Los Angeles, CA.

Robson, Colin. (2002). Real World Research. (2nd ed.) Blackwell: Oxford, UK.



_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Provost or Designee _____ Date _____

Course Content Guide
University of Alaska Anchorage
University Honors College

I. Date of Initiation: March 26, 2007

II. Course Information:

- A. College or School: Academic Affairs – University Honors College
- B. Course Subject/Number: HNRS A310
- C. 3.0 Credits, 1 + 6 Contact Hours
- D. Course Title: Community Service: Theory and Practice
- E. Grading Basis: A-F
- F. Course Description: Explores questions of service, community, and self, and includes guided volunteer service with a cultural organization, social service organization, or government agency.
- G. Prerequisites: none
- H. Registration Restrictions: Sophomore or junior standing. Enrollment open to students admitted to University Honors College, to students who have permission to register from the University Honors College, and to students working on the Certificate in Civic Engagement.
- I. No fee

III. Instructional Goals and Defined Outcomes

This course is designed to help students develop an increased sense of community service and obligation, an enhanced sense of citizenship, and be better able to relate this to their academic experiences in the university. Students will have an improved understanding of community needs, and be better prepared for future leadership roles in responding to those needs.

- A. Instructional Goals. The instructor will:
 - 1. Assist students in finding volunteer placements or coordinate group community service projects.
 - 2. Lead discussions on the nature of community, culture, citizenship, and service.
 - 3. Facilitate student discussions to encourage active learning and critical reflection in a seminar format.
 - 4. Guide students as they complete organizational analyses and final papers.
- B. Student Outcomes. Students will learn to:
 - 1. Detect multiple worldviews that have shaped the development of community service opportunities.
 - 2. Analyze one's own competencies as a leader through intellectual and interpersonal development.
 - 3. Use basic tools for citizenship to plan resolutions for community challenges.

4. Consider and struggle with intuition and metaphor in constructing a vision for community service and a life worth living.
5. Develop plans for community challenges using ethical guides and personal integrity.

IV. Course Activities

The course will be taught in a seminar format; students will be expected to come to class prepared to discuss reading materials and assignments.

Each student will be placed as a volunteer with a social service, cultural, or governmental agency, or will participate in a class-directed community service project. Examples of organizations include schools, nonprofit child care centers, nonprofit health centers, shelters, conservation corps, environmental alliances, nonprofit cultural organizations and Alaska Native non-profit organizations. Students will develop personal learning objectives in conjunction with their site supervisor and the instructor, and will execute written assignments detailing their experiences and assessing objectives.

Students will also produce various written assignments either individually or in groups depending on the nature of the community service being performed. These assignments will include an organizational analysis and a final paper based on the agency with which they are placed, which they will present to the class.

V. Guidelines for Evaluation

- A. Regular attendance and participation in class discussion
- B. Written assignments
- C. Formal presentation(s)
- D. Complete minimum number of volunteer service hours with an outside agency or organization

VI. Course Level Justification

This course requires extensive analysis, research and writing.

VII. Course Outline

- A. Service as a Foundation for Democracy: Public Service
 - What does public service mean?
 - Is service a foundation for democracy?
 - What are its attributes and characteristics?
 - What do U.S. historical trends suggest?

- What could we provide each other so that we are supported and affirmed in our public service?
- B. Where Is Service in our Community: The Human Condition and Community and Cultural Contexts**
 - What are the realities of our communities?
 - Who needs to be served?
 - How do we conclude that a social phenomenon will be solved by service?
 - What is our response to the world as we experience and see it?
- C. Service as Learning**
 - What are the critical capacities built through service?
 - What does it mean to be a public scholar?
 - What does it mean to be part of community of public scholars?
 - How can we use surveys for program evaluation, issue mapping, deliberative dialogues, participatory action research?
- D. The Nature of Being**
 - What is the nature of our being?
 - What is culture and how does it relate to community?
 - Why should these questions matter for the choices we make related to public service?
 - What makes lives worth living?
- E. The Scholar in Public Service**
 - What is the role of the intellectual in public service?
 - It is self-evident that research and teaching serves the public?
 - Are universities responsible for the fate of neighboring communities?
- F. Research as Service**
 - If the academy demands rigor in knowledge development, what does rigor look like?
 - Does research as public service suggest rules of inquiry in addition to those articulated within the academy?
- G. The Purposes of Service**
 - What is the meaning of community service?
 - What is a scholar's role in advocacy and change?
 - What civic virtues support democracy?
 - Does public service expand communities' capacity for democracy?

VIII. Suggested Texts

The course will make use of various short readings on community service rather than a textbook. Readings could include selections from:

Bellah, Robert N., Richard Madsen, William M. Sullivan, Ann Swidler and Steven M. Tipton. (1991). *The Good Society*. NY: Knopf.

Kittredge, William. (2002). *The Nature of Generosity*. NY: Knopf.

Loeb, Paul Rogat. (1999). *Soul of a Citizen: Living with Conviction in a Cynical Time*. New York: St. Martin's Griffin.

IX. Bibliography

Addams, Jane. (1899). "The Subtle Problems of Charity." *The Atlantic Monthly* 83: 163-178. (Available on-line at <http://cdl.library.cornell.edu/cgi-bin/moa/moa.cgi?notisid=ABK2934-0083-29>).

Bellah, Robert N., Richard Madsen, William M. Sullivan, Ann Swidler and Steven M. Tipton. (1991). *The Good Society*. NY: Knopf.

Berry, Wendell. (1987). "Does Community Have a Value?" *Home Economics: Fourteen Essays*. San Francisco: NorthPoint Press. 179-192

Boyte, Harry C. and Nancy N. Kari. (1996). "Meanings of Citizenship." *Building America: The Democratic Promise of Public Work*. Philadelphia: Temple University Press. 13-32.

Campaign Study Group. *Ready, Willing, and Able: Citizens Working for Change*. Charlottesville, VA: Pew Partnership for Civic Change. (URL: www.pew-partnership.org/pubs/rwa/full_report/table_of_contents.html).

Coles, Robert. (2000). "Handing Each Other Along: Moral Leadership in Everyday Life." *Lives of Moral Leadership*. New York: Random House. 166-197

---. (1993). "Kinds of Service." *The Call of Service: A Witness to Idealism*. Boston: Houghton Mifflin Company. 31-67

Cooper, David D. (2002). "Bus Rides and Forks in the Road: The Making of a Public Scholar." (URL: www.compact.org/publication/Spring_2002.pdf).

Elshtain, Jean Bethke. (2002). "The Family Claim and the Social Claim." *Jane Addams and the Dream of American Democracy*. New York: Basic Books. 89-117

Fukuyama, Francis. (2002). "Human Dignity." *Our Posthuman Future*. New York: Farrar, Straus and Giroux.

---. (1997). "Building Community: Top-down or Bottom-up?" *Brookings Review* 15:16-22. (URL: www.brook.edu/dybdocroot/press/REVIEW/FALL97/BUILD.HTM)

- Harper, Caroline. (2001). "Do the Facts Matter? NGOs, Research, and International Advocacy." *Global Citizen Action*. Ed. Michael Edwards and John Gaventa. Boulder, CO: Lynne Rienner Publishers. 247-258
- Kittredge, William. (2002). *The Nature of Generosity*. NY: Knopf.
- Loeb, Paul Rogat. (1999). *Soul of a Citizen: Living with Conviction in a Cynical Time*. New York: St. Martin's Griffin.
- Long, Sarah E. (2002). *The New Student Politics: The Wingspread Statement on Student Civic Engagement*. Providence, RI: Campus Contact.
- Morton, Keith. (1999). "Starfish Hurling and Community Service." (URL: www.compact.org/publication/Reader-V1-I1.pdf).
- Raise your Voice. (2002). "What is Civic Engagement?." Providence, RI: Campus Compact. (URL: www.actionforchange.org/getinformed/civic-engagement.html).
- _____. (2002). *Community Mapping Resource Guide*. Providence, RI: Campus Compact. (URL: www.actionforchange.org/mapping/).
- Schudson, Michael. (1998). *The Good Citizen: A History of American Civic Life*. NY: The Free Press.
- Skocpol, Theda. (1999). "How Americans Became Civic." *Civic Engagement in American Democracy*. Ed. Theda Skocpol and Morris P. Fiorina. Washington, DC: Brookings Institution Press. 27-80
- Stoecker, Randy. (2002). "Thinking About CBR: Some Questions as We Begin." Keynote address given to *Best Practices in Undergraduate Community-Based Research: Challenges and Opportunities for the Research University*, March 22-23, 2002, Ann Arbor, Michigan (URL: www.comm-org.utoledo.edu/drafts/cbrqs.htm).
- Sohng, Sung Sil Lee. (1995). "Participatory Research and Community Organizing." A working paper presented at *The New Social Movement and Community Organizing Conference*, University of Washington, Seattle, WA. November 1-3, 1995 (URL: www.interweb-tech.com/nsmnet/docs/sohng.htm).



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix HNRS	3. Course Number A391	4. Previous Course Prefix & Number		5a. Credits/CEU 1.0	5b. Contact Hours (Lecture + Lab) (1+0))
6. Complete Course/Program Title Junior Honors Tutorial					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☒ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course University Honors College					
14. Coordinate with Affected Units: Department, School, or College _____ Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Offers junior-level intensive reading, writing, and discussion relating to the content of another course with which it is associated; the associated course varies from term to term. Student receive additional instruction in analyzing theoretical approaches in the readings, developing and arguing for a thesis in expository writing, and applying critical thinking to class discussion. Special Note: Subtitle varies. Concurrent enrollment is required in the associated course whose title is the same as the subtitle of HNRS A391.					
17a. Course Prerequisite(s) (list prefix and number) HNRS A291, HNRS A292		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required) see special note	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Enrollment limited to students admitted to the Forty-Ninth State Fellows Program, and also open to students enrolled in the University Honors College who have permission to enroll from the University Honors College.			
18. ☐ Mark if course has fees					
19. Justification for Action Changing the wording on registration restriction from Honors Program to Honors College.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) _____ Date _____

____ Approved
____ Disapproved: _____
Department Chairperson _____ Date _____

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson _____ Date _____

____ Approved
____ Disapproved: _____
Dean/Director of School/College _____ Date _____

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson _____ Date _____

____ Approved
____ Disapproved: _____
Provost or Designee _____ Date _____

COURSE CONTENT GUIDE

UNIVERSITY HONORS COLLEGE

FORTY-NINTH STATE FELLOWS PROGRAM

I. Date of Initiation: March 26, 2007

II. Course Information

Course Subject/ Number: HNRS A391

Credits and Contact Hours: 1.0 Credits, 1+0 Contact Hours

Course Title: Junior Honors Tutorial

Grading Basis: A – F

Course Description: Offers junior-level intensive reading, writing, and discussion relating to the content of another course with which it is associated; the associated course varies from term to term. Students receive additional instruction in analyzing theoretical approaches in the readings, developing and arguing for a thesis in expository writing, and applying critical thinking to class discussion. Special Note: Subtitle varies. Concurrent enrollment is required in the associated course whose title is the same as the subtitle of HNRS A391.

Prerequisites: HNRS A291, HNRS A292

Co-requisites: see special note

Other Restrictions: Enrollment limited to students admitted to the Forty-Ninth State Fellows Program, and also open to students enrolled in the University Honors College who have permission to enroll from the University Honors College.

III. Instructional Goals and Student Outcomes

A. Instructional Goals:

The instructor will:

1. Provide guidance in careful reading of course texts and an example of analyzing theoretical approaches in them.
2. Help students to develop and argue for a thesis in their expository writing.
3. Advise students on how to apply critical thinking in class discussion.

B. Student Outcomes:

Students who successfully complete this course will have demonstrated knowledge and skills in the following areas:

1. Close reading of texts, and ability to analyze theoretical approaches in them.
2. Develop and argue for a thesis in expository papers.
3. Capably use English prose for writing about the course material.
4. Apply critical thinking in class discussion, and use it in response to other students.
5. Record knowledge gained from participation in selected enrichment activities such as concerts, civic organization meetings, colloquia, and

lectures (for students enrolled in the Forty-Ninth State Fellows Program).

IV. Guidelines for Evaluation

- A. Letter Graded (A/F)
- B. Students will be graded on the following basis:
 - 1. Papers (50%): written exercises, with marks giving equal weight to grasp of course material and literacy of expository prose.
 - 2. Class discussion and participation (50%): value of contributions to class discussion (not just frequency) and attendance in class. Students enrolled in the Forty-Ninth State Fellows Program will also be graded on the basis of required attendance and participation in enrichment activities: concerts, civic organization meetings, colloquia, lectures, etc.

V. Course Level Justification

This course is at the 300 level. It is a junior tutorial presupposing the education that has occurred in the previous tutorial, HNRS A291, at the sophomore level, which is a prerequisite for enrollment. Students gain further practice in and refine the skills they learned in HNRS A291 but build on them to develop and argue for a thesis in their expository papers and to apply critical thinking to course material.

VI. Topical Course Outline

This course will be concomitant with another course (HIST A341, PS A332, or PS A333). The specific readings and topics of discussion will vary depending on the course with which the tutorial is associated.

- A. Introduction
 - 1. Assigned readings and how to analyze theoretical approaches in them
 - 2. Assigned papers and how to develop and argue for a thesis in expository writing
 - 3. Polishing expository writing
 - 4. Expectations for fruitful participation in class discussion
- B. Analyzing theoretical approaches in texts
 - 1. Difference between theory and practice
 - 2. Origins of different theories
 - 3. Recognizing theoretical presuppositions
 - 4. Testing the adequacy of theories against examples
 - 5. Identifying theoretical contradictions
- C. Refinements in expository writing
 - 1. Styles specific to different disciplines and kinds of scholarly writing
 - 2. Essay contests
 - 3. Writing for a mixed academic and lay audience
 - 4. Avoiding jargon or language unintelligible to the reader

- D. Effective participation in class discussion
 - 1. Dialectic and the achievement of insights in conversation
 - 2. Balance of remarks and points of view

VII. Suggested Texts

Suggested texts will depend on the course with which it is associated. If the tutorial is associated with PS A333, History of Political Philosophy II: Modern, then some of the following books (or parts of them) would be appropriate:

Bacon, *New Atlantis*
Bergson, *The Two Sources of Morality and Religion*
Descartes, *Discourse on Method*
Dewey, *The Public and Its Problems*
Fichte, *Foundations of Natural Right*
Hegel, *Philosophy of Right*
Heidegger, *What Is a Thing?*
Hume, *Essays*
Locke, *An Essay Concerning Human Understanding*
_____, *Some Thoughts Concerning Education*
Kant, *Foundations of the Metaphysics of Morals*
Mill, *On Liberty*
Montesquieu, *Persian Letters*
Nietzsche, *Thus Spoke Zarathustra*
Rousseau, *Emile*
Smith, *Theory of Moral Sentiments*
Strauss, *Natural Right and History*
Tocqueville, *The Old Regime and the Revolution*

VIII. Bibliography

Bill Bryson, *The Mother Tongue: English & How It Got That Way* (New York: Avon Books, 1991).
The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers, 15th ed. (Chicago: University of Chicago Press, 2003).
Richard Lederer, *Anguished English: An Anthology of Accidental Assaults upon Our Language* (New York: Laurel Books, 1990).
_____, *Crazy English: The Ultimate Joy Ride Through Our Language* (New York: Pocket Books, 1989).
Oxford English Dictionary, 20 vols., 2nd ed. (Oxford: Oxford University Press, 1989).



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix HNRS	3. Course Number A392	4. Previous Course Prefix & Number		5a. Credits/CEU 1.0	5b. Contact Hours (Lecture + Lab) (1+0)
6. Complete Course/Program Title Honors Thesis Seminar					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program			9. Repeat Status No # of Repeats Max Credits		
☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☒ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course University Honors College					
14. Coordinate with Affected Units: Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description In-depth application of discipline research skills to a particular problem. Develops an understanding of research problems and research methods used by different disciplines.					
17a. Course Prerequisite(s) (list prefix and number) HNRS A192 and HNRS A292 and HNRS A310		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Enrollment limited to students admitted to the University Honors College, and to students who have permission to enroll from the University Honors College.			
18. ☐ Mark if course has fees					
19. Justification for Action Changing the wording on our registration restriction from Honors Program to Honors College, and allow students who are not pursuing university honors to take course on a space-available basis.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
University Honors College

I. Date of Initiation: March 26, 2007

II. Course Information:

- A. College or School: Academic Affairs – University Honors College
- B. Course Subject/Number: HNRS 392
- C. 1.0 Credits 1 + 0 Contact Hours
- D. Course Title: Honors Thesis Seminar
- E. Grading Basis: A-F
- F. Course Description: In-depth application of discipline research skills to a particular problem. Develops an understanding of research problems and research methods used by different disciplines.
- G. Prerequisites: HNRS A192, HNRS A292 and HNRS A310.
- H. Registration Restriction: Enrollment limited to students admitted to the University Honors College, and to students who have permission to enroll from the University Honors College.

III. Instructional Goals and Defined Outcomes

- A. Instructional Goals. The instructor will:
 - 1. Teach the process of formulating and generating and research or creative question.
 - 2. Teach students how to access and critique the literature of the research or creative question.
 - 3. Use the student group process to comment on, critique, focus and reorganize students' research or creative questions.
- B. Student Outcomes. Students will be able to:
 - 1. Formulate, present and defend a thesis proposal relevant to their selected discipline/major.
 - 2. Demonstrate a recognition of disciplinary differences in research problems and methods
 - 3. Evaluate the potential for research methods commonly used by other disciplines to be applied to the student's own discipline/major/problem area
 - 4. Outline and follow the appropriate processes for gaining approval of a thesis proposal within the context of a particular discipline
 - 5. Demonstrate the personal need for assistance and support in pursuing a thesis project and identify and obtain appropriate sources for that assistance and support.

IV. Course Activities

The course will follow a seminar format, with students, instructors, and guest lecturers identifying and discussing research issues and approaches. Each student will design a research proposal relevant to the student's discipline/major, which will be evaluated by faculty. The research outlined in the proposal will not be carried out as part of this course; however, the proposal may serve as the starting point for a research project or thesis in the student's senior year. The course will be team taught, with at least one faculty member from the social sciences and one from the natural sciences.

V. Guidelines for Evaluation

- A. Class participation in discussions
- B. Presentations
- C. Written version of project proposal

VI. Course Level Justification

This course will help students to build on skills learned in previous coursework within their major or discipline, involving high level research and culminating in a proposal for a thesis or major research or creative project.

VII. Course Outline

- A. Overview of Research
- B. Critical planning processes for successful research proposals
- C. Selection of thesis committee members and chairpersons
- D. Various approaches to recruiting subjects and collecting data
- E. Ethical treatment of human and animal research subjects
- F. Various analytical techniques
- G. Approaches to presenting research proposals and outcomes
- H. Specific research perspectives and methods of different disciplines
- I. Other research issues

VIII. Suggested Texts

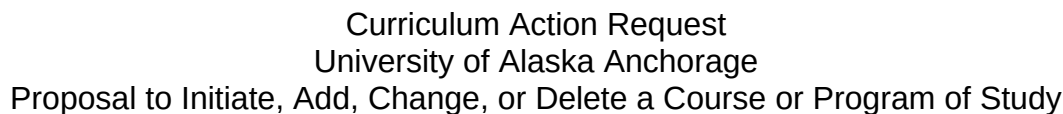
There are no texts suggested for this course.

IX. Bibliography

Behling, John H. (1984). Guidelines for preparing the research proposal. Lanham, MD : University Press of America.

Campbell, Dave and Mary. (1995). The student's guide to doing research on the Internet. Reading, Mass.: Addison-Wesley Pub. Co.

- Fraenkel, Jack R. and Norman E. Wallen. (1996). How to design and evaluate research in education. New York: McGraw-Hill.
- Hart, Chris. (2001). Doing a literature search : a comprehensive guide for the social sciences. London: SAGE.
- Hatch, J. Amos. (2002). Doing qualitative research in education settings. Albany: State University of New York Press.
- Herron, Nancy L. (2002). The social sciences: a cross-disciplinary guide to selected sources. Englewood, Colo.: Libraries Unlimited.
- Isaac, Stephen and William B. Michael. (1995). Handbook in research and evaluation : a collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences. San Diego, Calif.: EdITS Publishers.
- Kane, Eileen and Mary O'Reilly-de Brún. (2001). Doing your own research. London; New York: Marion Boyars.
- Kimmel, Allan J. (1996). Ethical issues in behavioral research: a survey. Cambridge, Mass.: Blackwell Publishers.
- Michie, Jonathan, ed. (2001). Reader's guide to the social sciences. London: Fitzron Dearborn.
- Nardi, Peter M. (2003). Doing survey research: a guide to quantitative methods. Boston: Allyn and Bacon.
- Pennings, Paul, Hans Keman and Jan Kleinnijenhuis. (1999). Doing research in political science: an introduction to comparative methods and statistics. London; Thousand Oaks, Calif.: Sage.
- Punch, Keith F. (2000). Developing effective research proposals. London: SAGE.
- Pyrzczak, Fred. (1999). Evaluating research in academic journals: a practice guide to realistic evaluation. Pyrczak Publishing: Los Angeles, CA.
- Robson, Colin. (2002). Real world research. (2nd ed.) Blackwell: Oxford, UK.
- Sales, Bruce D. and Susan Folkman, eds. (2000). Ethics in research with human participants. Washington, D.C: American Psychological Association.



_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Provost or Designee _____ Date _____

COURSE CONTENT GUIDE

UNIVERSITY OF ALASKA ANCHORAGE

UNIVERSITY HONORS COLLEGE

I. Date of Initiation: March 26, 2007

II. Course Information:

Course Subject/ Number: HNRS A490 Senior Honors Seminar

Credits and Contact Hours: 6.0 Credits, 6+0 Contact Hours

Course Title: Senior Honors Seminar

Grading Basis: A – F

Course Description: A two-semester long interdisciplinary Honors Seminar investigating a central theme extending beyond the confines typically found within the individual disciplines and majors. Course is delivered in a Socratic style with themes generally focusing on the emerging 21st century. The goal is to lead students to an enhanced understanding of the complex world of the future and of the student's role in it. Special notes: The course extends over both fall and spring semesters earning six hours credit. A passing grade is dependent on successful completion of the year-long course.

Prerequisites: None (enrollment is controlled by the Registration Restriction provided below).

Co-requisites: None

Registration Restrictions: Enrollment open to students admitted to University Honors College, and to students who have permission to register from the University Honors College. Completion of GER Tier 1 (basic college-level skills) courses and junior standing.

III. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

- **Provide a Platform for Knowledge Integration:** By design, the year-long theme selected for Honors A490 must cross multiple disciplines with guest faculty presenting alternative perspectives. Students are required from the beginning of the course to integrate these disciplines, both in their individual assignments and in group activities.
- **Facilitate Effective Communication:** Effective communication is critical for success in this course. Students will observe and react to the diverse communication approaches of guest faculty, and engage each other and faculty in thoughtful dialogue. Students will also communicate with outside experts, often by electronic means, where clear communication is essential. A required year-long research project places a heavy emphasis on writing quality and originality.
- **Encourage Critical Thinking:** HNRS A490 students are rarely experts on the theme selected for each year-long course. As such, the course's faculty

team must introduce the students to the intellectual standards and associated problems specific to each topic covered in the course. Students must then integrate these standards into their class forums, discipline-specific assignments, and project.

- Stress Information Literacy: A computer laboratory is an essential part of this course. Students learn to use information technology as a powerful tool for creativity, analysis, and communication. They access a world-wide knowledge base through the Internet, communicating locally and globally, developing assignments, and for research and presentation of their project. Most important, students must constantly judge the factual and ethical merits of the information they collect.
- Demonstrate Quantitative Perspectives: Each theme involves some degree of quantitative data and analysis; the extent is theme specific. For example, the AY 2004–05 theme of *The New Scientific Revolution* requires considerable use of quantitative data and stresses the integration of such data when postulating hypotheses.

B. Student Outcomes: Students who successfully complete this course will:

- Integrate their understanding of the relationships between different disciplines. In particular, they will recognize the integrative nature of modern disciplines while investigating topics that are frequently presented in other courses via a “silo-approach”.
- Develop an appreciation of complex issues and trends that are inherently interdisciplinary.
- Become proficient in the use of modern research tools including the use of computer technology for data collection, analysis, communication, and presentation.
- Through participation, learn the Socratic style of intellectual discourse.
- Develop and carry-out a year-long undergraduate research program following the general topic of the seminar; this program will culminate in a final report generally presented to other seminar participants during the last few weeks of this year-long seminar.

IV. Guidelines for Evaluation:

- A. Letter Grade of A – F. This course is taught in a two-semester time frame, with a single course grade assigned at the end of the second semester.
- B. The course design stresses multiple perspectives on a theme, presented by different experts to a student group actively involved in ongoing conversations with the presenters. Unlike a more traditional course with lectures followed by exams and a term paper, the dialogue in this course is constant and ongoing. Thus, assessment tools must place heavy emphasis on evaluating the student's contribution to ongoing dialogue, and the reflection of aggregate learning in the student's major project, including the project presentation.

An illustrative example is provided from the 2004 – 2005 HNRS A490 course:

1. Homework and midcourse exam - 20% of course grade.
 2. Socratic participation in class - 10% of course grade.
 3. Proposal for year-long honors project – 5% of course grade.
 4. Final report and presentation of year-long honors project – 65% of course grade.
- Knowledge Integration will be assessed by evaluating the student's class discussion participation, by specific written assignments requiring the student to contrast, compare, and integrate ideas and perspectives, and most importantly, by knowledge synthesis demonstrated in the student's year long research project.
 - Effective Communication will be assessed by the above instruments, and also by evaluation of specific student communications with various discipline experts. The project presentation will be a major final test of communication skills.
 - Critical Thinking will be assessed by evaluating the quality of the student's argument as presented orally and in writing. The primary assessment instrument is the year-long research project, including partial drafts provided for faculty review.
 - Information Literacy will be assessed by frequent reviews of students' research activities, e.g., reviews of data collection plans and results.
 - Captured Assessment Artifacts: The above mentioned reports and assignments, and the year long research project (primary artifact).

V. Course Level Justification

The structure of this course has always been, and will continue to be, an interdisciplinary platform within which both students seeking different degrees and faculty from different fields develop and debate perspectives of major contemporary importance. The teaching approach is one where a lead professor with a major interest and expertise in the chosen theme develops the overall course design and invites guest faculty to present their perspectives and engage the students in discussion and debate. A major year-long research project completed by each student integrates concepts and perspectives, and further develops critical thinking, research and communication skills.

This course has always been offered as a 490 course; it will continue to be offered as a senior honors seminar and hence warrants a 400 level classification.

VI. Topical Course Outline

This course is an umbrella course under which specific content outlines will be developed for each theme chosen by the Honors Faculty Committee. The following sample outline was for a course based on the theme *The Information Age*.

1. Introduction to "The Information Age"
2. What is information?
3. Signs and symbols
4. History and future of computers
5. Ethics and the information age
6. News media in the information age
7. Information and economics
8. Power and information
9. History and politics of information
10. Culture and information
11. The brain: a biological computer
12. Storage of information in DNA
13. Information and organizations of the future
14. Writing and the literacy arts: reading and writing in electronic space
15. MIDI and musical arts
16. Computer graphics and the visual arts
17. Educations and information technology
18. Student research presentations

Below is an outline for the course based on the theme *New Scientific Revolutions*:

1. Introduction & course overview; what is "Science"?
2. Milestones of Science
3. The Enormous & Violent Frontier: the Universe (two parts)
4. The Incredibly Small Frontier: Matter Itself (two parts)
5. The Orbiters: Solar System Formation - Life – Death (Part 1) and Variety in the Solar System / Search for other systems / the Drake Equation (Part 2)
6. The Last Frontier on Earth: The Oceans (heat engine and biology)
7. The Weather Connection: Climatology, Air vs. Water, The Butterfly Effect
8. The Once Hidden Mind: Neuroscience & Intelligence (Part 1) and To emulate the brain: a history of computing (Part 2)
9. Living Machines?: Robots - Build them / bash them! (Part 1) and Artificial Intelligence (Part 2)
10. Applications at the Frontier: Strange materials (Part 1) and Nanotechnology (Part 2)
11. Life's Frontier: Genetics (Part 1), Evolutionary Biology and Astrobiology (Part 2), and Bioethics (Part 3)
12. Sustaining the Sustainer: The environment - Growth vs. Limits & related ethics
13. The Rise of Complexity: Introduction to chaos, fractional dimensions, and models (Part 1), Fractals, art, and tessellations (Part 2), and Complexity (Part 3)
14. The literature & cinema of science fiction
15. New Face of an Old Frontier: Science and Religion
16. The Political Frontier: Science and responsible citizenship
17. Student research presentations

Other themes for HNRS A490 have been *Cross- Cultural Communication, Human Rights, and Art, Science and Innovation*.

VII. Suggested Texts

Texts, readings, references, etc. will be chosen to match each specific theme, and

by weekly faculty lecturers to match their specific lecture topics.

VIII. Bibliography

Given the thematic approach to this course, the bibliography is course topic specific.

IX. Capstone Requirement Justification

The University Honors College provides some of the most capable and best motivated students at UAA with an integrative and future-focused program that extends well beyond the confines typically found within individual disciplines and majors. For our faculty, participation in this program encourages multidisciplinary collaboration. It also allows the testing of ideas and approaches for which more conventional teaching opportunities are frequently lacking, but which may in the future be incorporated into other courses.

From a strategic perspective, both the University Honors College and HNRS A490 allow students to examine subjects from a multi-disciplinary perspective, awaken the independent thinker in students, encourage innovative learning processes, attract talented students, and enhance faculty teaching experiences by crossing disciplinary boundaries. The list of desired student outcomes is long and includes a synthesis of ideas between disciplines, an increased understanding of the historical and social impact of related disciplines, the development of research skills via a major year-long research project, a refinement of writing skills, and an enhanced sense of the academic community.

HNRS A490 involves small classes with a strong emphasis on student and faculty interaction. It demands work more difficult than is typically expected in a 400 level course. It stresses both team and individual learning, focuses on interdisciplinary themes, and stresses independent, critical thought. Undergraduate research is a key component of this course. The course stretches over two semesters and carries six credits. It satisfies the scope of a GER Integrative Capstone course.

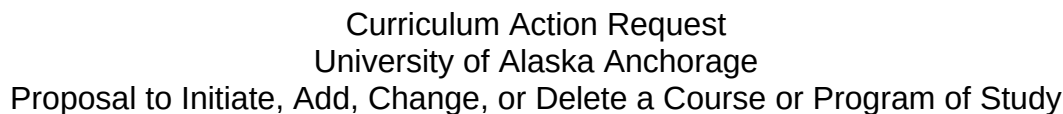
X. Additional Information on the Course

- A. HNRS A490 is a year-long course earning six hours credit and satisfies the three hour GER Integrative Capstone Course requirement. Because of the integrative nature of HNRS A490 and its required research component, students must complete its year-long curriculum (six semester hours) before earning the three credits satisfying the GER Integrative Capstone Course requirement.
- B. The course's strategic role has already been described above. Again, this course focuses on the relationships between different disciplines, enhances student understanding of the inherently interdisciplinary nature of modern complex issues and trends, expands student use of computer technology, and refines student research, writing, and communication skills.

When selecting a theme for an HNRS A490 class, considerable attention must be given to including facets from the GER Tier 1 and 2 categories. The theme must be broad enough to support a heavy writing and oral presentation component, an extensive use of traditional and electronic literature searches, dialogues with discipline experts (often electronically), a

focus on topics central to the 21st century, and a year- long research project. Depending on the course theme, globalization and diversity may be integral components of HNRS A490.

- C. Total time of student involvement:
 - 1. Seminar hours per week: three.
 - 2. Total time expected outside of class: six or more hours per week, including heavy use of the honors computer laboratory.
- D. Laboratory Fees: Yes, for both lab and material fees.
- E. Grading: This course is taught in a two-semester time frame, with a single course grade assigned at the end of the second semester.
- F. Impacts on library resources will be minimal; no additional resource implications outside those already provided by the University Honors College are expected.



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

Program: UAA Honors College

Date: 3/26/07

Course Number and Title: HNRS A499 – Honors Thesis

Credits: 3.0

I. Course Description

Independent research under faculty supervision, including formulation of research topic, research and analysis, and defense. Special Note: May be repeated for a maximum of six credits.

Registration Restriction: Senior standing. Permission from the UAA Honors College and approval by a faculty member acting as thesis advisor.

II. Course Design

- A. Course design and course level justification: This provides the senior-level student in the University Honors College with an opportunity to apply the knowledge and skills learned in the honors courses and other courses to a substantive research problem. This is one alternative for completing the final requirements for UAA University Honors.
- B. 3.0 credits, repeatable once for a maximum of 6 credits
- C. Total time of student involvement:
 - (1) Class hours per week: zero
 - (2) Total time expected outside of class: 8 to 10 hours per week
- D. Status of the course relative to degree program: one alternative for completion of final UAA Honors College requirements
- E. Lab fees: none, but the student may incur some research expenses
- F. Taught in standard semester time frame, but student may obtain a deferred grade if it proves impractical to complete the thesis in one semester

III. Course Activities

The student will identify a major research project topic area, obtain agreement from a faculty member to supervise the thesis, and obtain the approval of the UAA Honors College. The student will then read and/or examine relevant literature or other materials, conduct such other research activities as may be appropriate, document the results in the form of the written thesis, and present the results orally to a faculty committee.

IV. Course Prerequisites/Co-requisites

HNRS A392

V. Course Evaluation

Grading is A-F. Students will be evaluated by a faculty committee, based on the overall quality of the research, the written thesis, and oral presentation of the results.

VI. Content Outline

1. Identification of research topic
2. Formulation of research design
3. Search of relevant literature and other materials
4. Other research activity as appropriate
5. Preparation of written thesis
6. Submission of thesis report and oral defense

VII. Instructional Goals

The instructor will:

1. Provide guidance in the research process including techniques and methodologies for conducting research in the student's discipline
2. Provide guidance in the creation of a written document that meets the standards for the discipline, and presentation of results observing rigorous written and oral standards.
3. Provide learning opportunities for effective communication and engaged learning

VIII. Student Outcomes

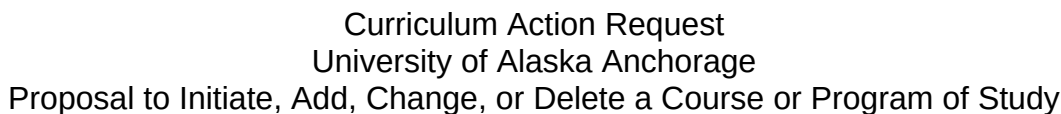
At the conclusion of the class, students should demonstrate one or more of the following:

1. A thorough understanding of how to conduct research in their discipline
2. Familiarity with library holdings, relevant databases, online catalogues and major journals; detailed knowledge of scholarship on the selected topic
3. The ability to form a thesis on the basis of existing professional literature sources
4. The capacity to test that thesis with evidence available from published research results
5. The capacity to further test that thesis with data collected and analyzed for that purpose
6. The ability to summarize the entire body of work in a document that meets the standards for the discipline.

For students intending to pursue graduate studies, the honors thesis option provides a transition to graduate work.

IX. Bibliography

The material read or examined will depend on the specific topic, with some material suggested by the thesis advisor and other material identified through the research effort itself.



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research or creative activity while seeding interest in larger scale projects.

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**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: March 22, 2007

II. Course Information:

A. College: University Honors College
B. Course Subject/Number: HNRS A298S
C. Credits and Contact Hours: 1.0-3.0 credits, 1-3+0 Contact Hours
D. Course Title: Scholarship Module
E. Grading basis: A-F

F. Course Description: Sophomore-level course under the supervision of a faculty member in which the student will engage in a scholarly project / module attached to a separate, originating course. The module is related to but beyond the normal work of the originating course. Scholarship modules are intended for arts, humanities, and professional disciplines. The module work is expected to produce or lead to the production of a scholarly product suitable for external evaluation and peer review, or the application of expertise towards a research or community-based project.

Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.

G. Status of course relative to a degree or certificate program: Elective course.

H. Course Attributes: None
I. Prerequisites: None
J. Registration Restriction: Enrollment in a 200-level originating course, faculty permission, and completion of online approval form with the University Honors College.
K. Course fees: None

III. Course Activities:

Small discussion groups, one-on-one instruction, and hands-on experience in all aspects of the scholarly process as a team member under the supervision of a faculty member. The course will also include project design, implementation and presentation of results.

IV. Course Evaluation:

Written reports and/or paper similar to that of a conference or journal paper, oral presentation or performance, and scholarship project deliverables as defined in online contractual form.

V. Course Level Justification:

The student should be enrolled in an originating course at the 200 level, demonstrate familiarity with the subject matter, and will be expected to play a supporting role as a team member in the implementation and direction of the project.

VI. Course Outline

This course involves independent scholarly and creative work under a faculty supervisor. Topics covered will vary depending on the project.

The work for arts and humanities students must produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. Sample deliverables include peer review of articles for publication, juried shows, or creative performances.

Sample deliverables for students in professional disciplines involves the application of expertise toward a research or community-based project. For example, business students might develop business or marketing plans while a technology student might construct a computer network to meet the needs of an organization.

VI. Instructional Goals and Student Outcomes

The Instructor will:

1. Present topics of current creative activity and scholarship as it relates to the originating course.
2. Teach methods, practices, and protocols in the field of study.
3. Provide students with an opportunity to conduct original scholarly work.
4. Teach students how to present their work in a conference or peer-reviewed venue.

Defined Outcomes The Student will be able to:	Assessment Procedures
Demonstrate familiarity with the subject matter and the ability to search the appropriate literature for prior work related to a scholarly project	Project plan, progress reports, written final report and project
Apply methods, practices, and protocols to implement the project, including analysis and discussion.	Project plan, written reports, oral presentation, and project
Present the results of a scholarly work in the form of a performance or oral / written report similar to the standards for review in the field.	Written reports, oral presentation, or performance

VII. Suggested Texts

No suggested texts. The texts will depend on the specific topic taught.

VIII. Bibliography

The bibliography will depend on the specific topic taught.



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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix HNRS	3. Course Number A298R	4. Previous Course Prefix & Number		5a. Credits/CEU 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)
6. Complete Course/Program Title Research Module					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other GER Status ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status Yes # of Repeats Max Credits 6		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty Mailing List, Deans & Directors UAA, Community Campuses Department, School, or College Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Sophomore-level course under the supervision of a faculty member in which the student will engage in a research project / module attached to a separate, originating course. The research component is related to but beyond the normal work of the originating course. Research modules are intended for science and social science based disciplines. The research may be applied, including community based, or fundamental. The work is expected to produce or lead to the production of a research product suitable for external evaluation and peer review. Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Enrollment in an originating course, faculty permission, and completion of online approval form with the University Honors College.			
18. ☐ Mark if course has fees					
19. Justification for Action This will increase undergraduate research by linking research opportunities with curriculum. Students will benefit by gaining research exposure and receiving a prestigious distinction on their transcript that can be earned regardless of past performance in other courses. Faculty will benefit by receiving student assistance on their projects involving research or creative activity while seeding interest in longer term and larger scale research projects.					

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**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: March 26, 2007

II. Course Information:

A. College: University Honors College
B. Course Subject/Number: HNRS A298R
C. Credits and Contact Hours: 1.0-3.0 credits, 1-3+0 Contact Hours
D. Course Title: Research Module
E. Grading basis: A-F

F. Course Description: Sophomore-level course under the supervision of a faculty member in which the student will engage in a research project / module attached to a separate, originating course. The research component is related to but beyond the normal work of the originating course. Research modules are intended for science and social science based disciplines. The research may be applied, including community based, or fundamental. The work is expected to produce or lead to the production of a research product suitable for external evaluation and peer review.

Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.

G. Status of course relative to a degree or certificate program: Elective course.

H. Course Attributes: None
I. Prerequisites: None
J. Registration Restriction: Enrollment in a 200-level originating course, faculty permission, and completion of online approval form with the University Honors College.
K. Course fees: None

III. Course Activities:

Small discussion groups, one-on-one instruction, and hands-on experience in all aspects of the research process as a team member under the supervision of the faculty member.

IV. Course Evaluation:

Written reports and/or paper similar to that of a conference or journal paper, oral presentation, and research project deliverables. The course will also include project design, implementation and presentation of results as defined in online contractual form.

V. Course Level Justification:

The student should be enrolled in an originating course at the 200 level, demonstrate familiarity with the subject matter, and will be expected to play a supporting role as a team member in the application of the scientific method to construct and implement research experiments, analyze results, and present findings or conclusions under the direction of a team leader.

VI. Course Outline

This course involves independent research under a faculty supervisor. Topics covered will vary depending on the project.

VI. Instructional Goals and Student Outcomes

The Instructor will:

1. Present topics of current research as it relates to the originating course.
2. Teach research methods and protocols in the field of study.
3. Provide students with an opportunity to conduct original research.
4. Teach students how to present their work in a conference or peer-reviewed venue.

Defined Outcomes The Student will be able to:	Assessment Procedures
Demonstrate familiarity with the subject matter and the ability to search the scientific literature for prior work related to a research problem	Project plan, progress reports, written final report and project
Apply the scientific method to a research problem, including analysis and discussion.	Project plan, written reports, oral presentation, and project
Present the results of a research study in an oral and/or written manner similar to the standards for publication in the field.	Written reports, oral presentation

VII. Suggested Texts

No suggested texts. The texts will depend on the specific topic taught.

VIII. Bibliography

The bibliography will depend on the specific topic taught.



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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix HNRS	3. Course Number A309	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Interdisciplinary Team-Based Research Methods Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other GER Status ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course University Honors College: Natural and Complex Systems Program					
14. Coordinate with Affected Units: Department, School, or College _____ Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Examines the principles and methods of conducting research in a collaborative, team-based environment. Under the supervision of the instructor, students from different disciplines will be placed into teams that must work together to solve a complex systems problem requiring collaboration across disciplines. The instructor will guide the teams to formulate a research plan, illustrate how to perform data analysis and experimental methodology, and provide guidance on effective team management. May include guest lecturers for different application areas.					
17a. Course Prerequisite(s) (list prefix and number) Math A200 or Math A272		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Enrollment limited to students admitted to the University Honors College, to students in a UAA departmental honors program who have permission to enroll from the University Honors College, and to non-honors students who have permission to enroll from the University Honors College.			
18. ☐ Mark if course has fees					
19. Justification for Action Scientists rarely work in isolation. Large problems require teams of specialists from different disciplines. This course will introduce students to this type of collaborative research environment while illustrating techniques for data analysis, application of the scientific method, people management, effective team-based communications, and project management.					

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**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: March 26, 2007

II. Course Information:

College: University Honors College

Course Subject/Number: HNRS A309

Credits and Contact Hours: 3.0 credits, 3+0 Contact Hours

Course Title: Interdisciplinary Team-Based Research Methods

Grading basis: A-F

Course Description: Examines the principles and methods of conducting research in a collaborative, team-based environment. Under the supervision of the instructor, students from different disciplines will be placed into teams that must work together to solve a complex systems problem requiring collaboration across disciplines. The instructor will guide the teams to formulate a research plan, illustrate how to perform data analysis and experimental methodology, and provide guidance on effective team management. May include guest lecturers for different application areas.

Status of course relative to a degree or certificate program: Elective course.

Prerequisites: Math A200 or Math A272 or permission from the instructor

Registration Restriction: Enrollment limited to students admitted to the University Honors College, to students in a UAA departmental honors program who have permission to enroll from the University Honors College, and to non-honors students who have permission to enroll from the University Honors College.

Course fees: None

III. Instructional Goals

A. Instructional Goals. The Instructor will:

1. Describe the research proposal process and evaluation process.
2. Build and help manage interdisciplinary teams of students on a research project.
3. Teach techniques for project and team management.
4. Teach research methods, experimental design, and scientific analysis
5. Teach students how to present their work in a conference or peer-reviewed venue.

IV. Student Outcomes and Evaluation Methods

Student Outcomes Students who successfully complete this course will be able to:	Evaluation and Assessment Measures
Demonstrate the ability to search the scientific literature for prior work related to a research problem	Written reports and research project, homework assignments

Effectively communicate with collaborators in other disciplines	Research project, in-class exercises and assignments, exams
Apply the scientific method to an interdisciplinary research problem, including analysis and discussion, in a team environment	Written reports, research project, homework assignments, exams
Present the results of a research study in an oral and/or written manner similar to the standards for publication in the field.	Written reports, oral presentation

V. Course Level Justification:

The course requires reading and writing skills along with the ability to understand how quantitative analysis may be applied to a research question. The course builds upon research, critical thinking and mathematical skills developed in earlier courses.

VI. Course Activities:

Classroom lecture, team-based groups, and hands-on experience in the process of addressing a research problem. A significant portion of the course will be conducted by teams of 2-5 interdisciplinary students. Each student will contribute to the research project by applying their own particular expertise.

VII. Course Outline

The general focus of the course defined by the course description and the course activities must be maintained. However, individual instructors are free to choose their own specific topics based upon their discipline and expertise. The following is one sample outline for the course:

1. The Scientific Method
 - a. Formulating hypothesis
 - b. Measurement, observation, and devising experiments
 - c. Hypothesis testing
2. The Research Proposal Process
 - a. Program Announcements
 - b. Request for Proposals
 - c. Proposal Development
 - d. Performing a literature search
 - e. Peer Review
 - f. Sample proposals
3. Project Management
 - a. Team Management
 - i. Team roles, composition
 - ii. Communication, feedback, trust
 - iii. Decision making
 - b. Project Organization
 - i. Goals, missions
 - ii. Planning, Scheduling, Estimating
 - iii. Risk Management
4. Research Problem – Traffic Flow
 - a. Introduction
 - b. Microscopic flow and speed characteristics
 - c. Macroscopic flow and speed characteristics

- d. Models
 - i. Car following
 - ii. Stream and flow models
 - iii. Queuing analysis
- e. Human and social factors
- f. Public policy
- g. Complex systems perspective
- h. Simulation
- 5. Research Problem – Team-based implementation
 - a. Hypothesis
 - b. Research plan, experimental methodology
 - c. Implementation
 - d. Evaluation, Analysis, and Discussion
- 6. Presentation and Write-up

VIII. Suggested Texts

Beyerlein et al. (eds), 2005. *Complex Collaboration: Building the Capabilities for Working across Boundaries*. Elsevier Science & Technology Books, Advances in Interdisciplinary Studies of Work Teams Series, Vol. 10.

Sharp et al., 2003. *The Management of a Student Research Project*. Gower Publishing, 3rd edition.

Other texts will vary depending upon the specific research project selected by the instructor.

IX. Bibliography

Bar-Yam, 2003. *Dynamics of Complex Systems (Studies in Nonlinearity)*. Westview Press.

Berkun, 2005. *The Art of Project Management*. O'Reilly Media.

Bocarra, 2003. *Modeling Complex Systems*. Springer-Verlag.

Creswell, 2002. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publishing, 2nd edition.

Davis, 1995. *Interdisciplinary Courses and Team Teaching: New Arrangements for Learning*. Greenwood Publishing Group.

NSF, 2004. *Grant Proposal Guide*, NSF 04-23. Retrieved 2-18-07 from http://www.nsf.gov/publications/pub_summ.jsp?ods_key=gpg

Robbins, 2005. *Essentials of Organizational Behavior*. 8th edition, Prentice Hall.

Rosenau & Githens, 2005. *Successful Project Management: A Step-by-Step Approach with Practical Examples*. Wiley, 4th edition.

Other texts will vary depending upon the specific research project selected by the instructor.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: HNRS A309 Interdisciplinary Team-Based Research Partnerships

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. Several of the complex systems books listed on the bibliography have been ordered as the library determined we should have them for other classes as well.
- 2.
- 3.

Initiator signature

Resource Implication Form

1. School/College University Honors College

2. Program/Course Honors

3. Course Prefix HNRS

4. Course Number A309

5. Implementation Date Fall 2007

6. Type of Action and Category

☒ Course addition

☐ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☒ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Reassignment of faculty

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

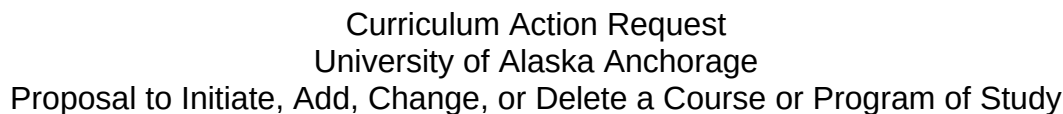
Date

_____ Approved

_____ Disapproved

Provost

Date



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____ ____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____ ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: February 14, 2007

II. Course Information:

A. College: University Honors College
B. Course Subject/Number: HNRS A398S
C. Credits and Contact Hours: 1.0-3.0 credits, 1-3+0 Contact Hours
D. Course Title: Scholarship Module
E. Grading basis: A-F

F. Course Description: Junior-level course under the supervision of a faculty member in which the student will engage in a scholarly project / module attached to a separate, originating course. The module is related to but beyond the normal work of the originating course. Scholarship modules are intended for arts, humanities, and professional disciplines. The module work is expected to produce or lead to the production of a scholarly product suitable for external evaluation and peer review, or the application of expertise towards a research or community-based project.

Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.

G. Status of course relative to a degree or certificate program: Elective course.

H. Course Attributes: None
I. Prerequisites: None
J. Registration Restriction: Enrollment in a 300-level originating course, faculty permission, and completion of online approval form with the University Honors College.
K. Course fees: None

III. Course Activities:

Small discussion groups, one-on-one instruction, and hands-on experience in all aspects of the scholarly process as a team member under the supervision of a faculty member. The course will also include project design, implementation and presentation of results.

IV. Course Evaluation:

Written reports and/or paper similar to that of a conference or journal paper, oral presentation or performance, and scholarship project deliverables as defined in online contractual form.

V. Course Level Justification:

The student should be enrolled in an originating course at the 300 level, demonstrate proficiency with the subject matter, and will be expected to play a significant role as a team member in the implementation and direction of the project under the direction of a team leader.

VI. Course Outline

This course involves independent scholarly and creative work under a faculty supervisor. Topics covered will vary depending on the project.

The work for arts and humanities students must produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. Sample deliverables include peer review of articles for publication, juried shows, or creative performances.

Sample deliverables for students in professional disciplines involves the application of expertise toward a research or community-based project. For example, business students might develop business or marketing plans while a technology student might construct a computer network to meet the needs of an organization.

VI. Instructional Goals and Student Outcomes

The Instructor will:

1. Present topics of current creative activity and scholarship as it relates to the originating course.
2. Teach methods, practices, and protocols in the field of study.
3. Provide students with an opportunity to conduct original scholarly work.
4. Teach students how to present their work in a conference or peer-reviewed venue.

Defined Outcomes The Student will be able to:	Assessment Procedures
Demonstrate proficiency with the subject matter and the ability to search the appropriate literature for prior work related to a scholarly project	Project plan, progress reports, written final report and project
Apply methods, practices, and protocols to implement the project, including analysis and discussion.	Project plan, written reports, oral presentation, and project
Present the results of a scholarly work in the form of a performance or oral / written report similar to the standards for review in the field.	Written reports, oral presentation, or performance

VII. Suggested Texts

No suggested texts. The texts will depend on the specific topic taught.

VIII. Bibliography

The bibliography will depend on the specific topic taught.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix HNRS	3. Course Number A398R	4. Previous Course Prefix & Number		5a. Credits/CEU 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)
6. Complete Course/Program Title Research Module					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other GER Status			9. Repeat Status Yes # of Repeats Max Credits 6		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty Mailing List, Deans & Directors UAA, Community Campuses Department, School, or College Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Junior-level course under the supervision of a faculty member in which the student will engage in a research project / module attached to a separate, originating course. The research component is related to but beyond the normal work of the originating course. Research modules are intended for science and social science based disciplines. The research may be applied, including community based, or fundamental. The work is expected to produce or lead to the production of a research product suitable for external evaluation and peer review. Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Enrollment in an originating course, faculty permission, and completion of online approval form with the University Honors College			
18. ☐ Mark if course has fees					
19. Justification for Action This will increase undergraduate research by linking research opportunities with curriculum. Students will benefit by gaining research exposure and receiving a prestigious distinction on their transcript that can be earned regardless of past performance in other courses. Faculty will benefit by receiving student assistance on their projects involving research or creative activity while seeding interest in longer term and larger scale research projects appropriate for enrollment under an individual department's A398 or A498					

____ Approved ____ Disapproved: _____ Initiator (faculty only) Date ____ Approved ____ Disapproved: _____ Department Chairperson Date ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson Date	____ Approved ____ Disapproved: _____ Dean/Director of School/College Date ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date ____ Approved ____ Disapproved: _____ Provost or Designee Date

____ Initiator (faculty only)

____ Date

____ Approved

____ Disapproved:

Department Chairperson

____ Date

____ Approved

____ Disapproved:

Curriculum Committee Chairperson

____ Date

____ Approved

____ Disapproved:

Dean/Director of School/College

____ Date

____ Approved

____ Disapproved:

Undergraduate or Graduate
Academic Board Chairperson

____ Date

____ Approved

____ Disapproved:

Provost or Designee

**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: February 14, 2007

II. Course Information:

A. College: University Honors College
B. Course Subject/Number: HNRS A398R
C. Credits and Contact Hours: 1.0-3.0 credits, 1-3+0 Contact Hours
D. Course Title: Research Honors Module
E. Grading basis: A-F

F. Course Description: Junior-level course under the supervision of a faculty member in which the student will engage in a research project / module attached to a separate, originating course. The research component is related to but beyond the normal work of the originating course. Research modules are intended for science and social science based disciplines. The research may be applied, including community based, or fundamental. The work is expected to produce or lead to the production of a research product suitable for external evaluation and peer review.

Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.

G. Status of course relative to a degree or certificate program: Elective course.

H. Course Attributes: None
I. Prerequisites: None
J. Registration Restriction: Enrollment in a 300-level originating course, faculty permission, and completion of online approval form with the University Honors College.
K. Course fees: None

III. Course Activities:

Small discussion groups, one-on-one instruction, and hands-on experience in all aspects of the research process as a team member under the supervision of the faculty member. The course will also include project design, implementation and presentation of results.

IV. Course Evaluation:

Written reports and/or paper similar to that of a conference or journal paper, oral presentation, and research project deliverables as defined in online contractual form.

V. Course Level Justification:

The student should be enrolled in an originating course at the 300 level, demonstrate proficiency with the subject matter, and will be expected to play a significant role as a team member in the application of the scientific method to construct and implement research experiments, analyze results, and present findings or conclusions under the direction of a team leader.

VI. Course Outline

This course involves independent research under a faculty supervisor. Topics covered will vary depending on the project.

VI. Instructional Goals and Student Outcomes

The Instructor will:

1. Present topics of current research as it relates to the originating course.
2. Teach research methods and protocols in the field of study.
3. Provide students with an opportunity to conduct original research.
4. Teach students how to present their work in a conference or peer-reviewed venue.

Defined Outcomes The Student will be able to:	Assessment Procedures
Demonstrate proficiency with the subject matter and the ability to search the scientific literature for prior work related to a research problem	Project plan, progress reports, written final report and project
Apply the scientific method to a research problem, including analysis and discussion.	Project plan, written reports, oral presentation, and project
Present the results of a research study in an oral and/or written manner similar to the standards for publication in the field.	Written reports, oral presentation

VII. Suggested Texts

No suggested texts. The texts will depend on the specific topic taught.

VIII. Bibliography

The bibliography will depend on the specific topic taught.



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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix HNRS	3. Course Number A498S	4. Previous Course Prefix & Number		5a. Credits/CEU 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)
6. Complete Course/Program Title Scholarship Module					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other GER Status			9. Repeat Status Yes # of Repeats Max Credits 6		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty Mailing List, Deans & Directors UAA, Community Campuses Department, School, or College Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Senior-level course under the supervision of a faculty member in which the student will engage in a scholarly project / module attached to a separate, originating course. The module is related to but beyond the normal work of the originating course. Scholarship modules are intended for arts, humanities, and professional disciplines. The module work is expected to produce or lead to the production of a scholarly product suitable for external evaluation and peer review, or the application of expertise towards a research or community-based project. Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Enrollment in an originating course, faculty permission, and completion of online approval form with the University Honors College			
18. ☐ Mark if course has fees					
19. Justification for Action This will increase undergraduate research and scholarship by linking research and scholarship opportunities with curriculum. Students will benefit by gaining research exposure and receiving a prestigious distinction on their transcript that can be earned regardless of past performance in other courses. Faculty will benefit by receiving student assistance on their projects involving research or creative activity while seeding interest in larger scale projects appropriate for enrollment under a department's A497 course.					

____ Approved ____ Disapproved: _____ Initiator (faculty only) Date	____ Approved ____ Disapproved: _____ Dean/Director of School/College Date
____ Approved ____ Disapproved: _____ Department Chairperson Date	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson Date	____ Approved ____ Disapproved: _____ Provost or Designee Date

**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: March 26, 2007

II. Course Information:

A. College: University Honors College
B. Course Subject/Number: HNRS A498S
C. Credits and Contact Hours: 1.0-3.0 credits, 1-3+0 Contact Hours
D. Course Title: Scholarship Honors Module
E. Grading basis: A-F

F. Course Description: Senior-level course under the supervision of a faculty member in which the student will engage in a scholarly project / module attached to a separate, originating course. The module is related to but beyond the normal work of the originating course. Scholarship modules are intended for arts, humanities, and professional disciplines. The module work is expected to produce or lead to the production of a scholarly product suitable for external evaluation and peer review, or the application of expertise towards a research or community-based project.

Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.

G. Status of course relative to a degree or certificate program: Elective course.

H. Course Attributes: None
I. Prerequisites: None
J. Registration Restriction: Enrollment in a 400-level originating course, faculty permission, and completion of online approval form with the University Honors College.
K. Course fees: None

III. Course Activities:

Small discussion groups, one-on-one instruction, and hands-on experience in all aspects of the scholarly process as a significant contributor or leader. The course will also include project design, implementation and presentation of results.

IV. Course Evaluation:

Written reports and/or paper similar to that of a conference or journal paper, oral presentation or performance, and scholarship project deliverables as defined in online contractual form.

V. Course Level Justification:

The student should be enrolled in an originating course at the 400 level, demonstrate mastery of the subject matter, and will be expected to play a leadership role with significant creative input or disciplinary expertise into the direction and implementation of the project.

VI. Course Outline

This course involves independent scholarly and creative work under a faculty supervisor. Topics covered will vary depending on the project.

The work for arts and humanities students must produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. Sample deliverables include peer review of articles for publication, juried shows, or creative performances.

Sample deliverables for students in professional disciplines involves the application of expertise toward a research or community-based project. For example, business students might develop business or marketing plans while a technology student might construct a computer network to meet the needs of an organization.

VI. Instructional Goals and Student Outcomes

The Instructor will:

1. Present topics of current creative activity and scholarship as it relates to the originating course.
2. Teach methods, practices, and protocols in the field of study.
3. Provide students with an opportunity to conduct original scholarly work.
4. Teach students how to present their work in a conference or peer-reviewed venue.

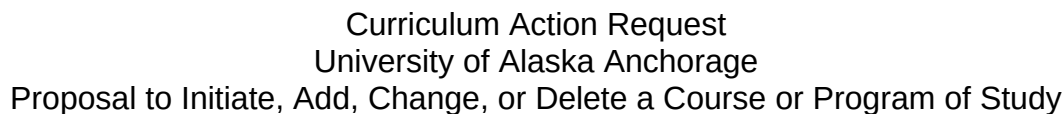
Defined Outcomes The Student will be able to:	Assessment Procedures
Demonstrate mastery of the subject matter and the ability to search the appropriate literature for prior work related to a scholarly project	Project plan, progress reports, written final report and project
Apply methods, practices, and protocols to implement the project, including analysis and discussion.	Project plan, written reports, oral presentation, and project
Present the results of a scholarly work in the form of a performance or oral / written report similar to the standards for review in the field.	Written reports, oral presentation, or performance

VII. Suggested Texts

No suggested texts. The texts will depend on the specific topic taught.

VIII. Bibliography

The bibliography will depend on the specific topic taught.



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____
____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

Research course.

Initiator (faculty only)

Date

____ Approved

____ Disapproved:

Department Chairperson

Date

____ Approved

____ Disapproved:

Curriculum Committee Chairperson

Date

____ Approved

____ Disapproved:

Dean/Director of School/College

Date

____ Approved

____ Disapproved:

Undergraduate or Graduate
Academic Board Chairperson

Date

____ Approved

____ Disapproved:

Provost or Designee

**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: March 26, 2007

II. Course Information:

A. College: University Honors College
B. Course Subject/Number: HNRS A498R
C. Credits and Contact Hours: 1.0-3.0 credits, 1-3+0 Contact Hours
D. Course Title: Research Honors Module
E. Grading basis: A-F

F. Course Description: Senior-level course under the supervision of a faculty member in which the student will engage in a research project / module attached to a separate, originating course. The research component is related to but beyond the normal work of the originating course. Research modules are intended for science and social science based disciplines. The research may be applied, including community based, or fundamental. The work is expected to produce or lead to the production of a research product suitable for external evaluation and peer review.

Special Note: May be repeated for a maximum of 6 credits and requires enrollment in an originating course.

G. Status of course relative to a degree or certificate program: Elective course.

H. Course Attributes: None
I. Prerequisites: None
J. Registration Restriction: Enrollment in a 400-level originating course, faculty permission, and completion of online approval form with the University Honors College.
K. Course fees: None

III. Course Activities:

Small discussion groups, one-on-one instruction, and hands-on experience in all aspects of the research process as a significant contributor or leader. The course will also include project design, implementation and presentation of results.

IV. Course Evaluation:

Written reports and/or paper similar to that of a conference or journal paper, oral presentation, and research project deliverables as defined in online contractual form.

V. Course Level Justification:

The student should be enrolled in an originating course at the 400 level, demonstrate mastery of the subject matter, and will be expected to play a lead role in the application of the scientific method to construct and implement research experiments, analyze results, and present findings or conclusions.

VI. Course Outline

This course involves independent research under a faculty supervisor. Topics covered will vary depending on the project.

VI. Instructional Goals and Student Outcomes

The Instructor will:

1. Present topics of current research as it relates to the originating course.
2. Teach research methods and protocols in the field of study.
3. Provide students with an opportunity to conduct original research.
4. Teach students how to present their work in a conference or peer-reviewed venue.

Defined Outcomes The Student will be able to:	Assessment Procedures
Demonstrate mastery of the subject matter and the ability to search the scientific literature for prior work related to a research problem	Project plan, progress reports, written final report and project
Apply the scientific method to a research problem, including analysis and discussion.	Project plan, written reports, oral presentation, and project
Present the results of a research study in an oral and/or written manner similar to the standards for publication in the field.	Written reports, oral presentation

VII. Suggested Texts

No suggested texts. The texts will depend on the specific topic taught.

VIII. Bibliography

The bibliography will depend on the specific topic taught.



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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number		5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (+)
6. Complete Course/Program Title Undergraduate Research and Scholarship Modules					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☒ Program ☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☐ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course University Honors College					
14. Coordinate with Affected Units: Department, School, or College _____ Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description I					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action The research and scholarship modules are designed to attach to any appropriate existing course at the 200-400 level in the form of a Scholarship Module (HNRS A298S, A398S, A498S) or a Research Module (HNRS A298R, A398R, A498R). This is a voluntary effort where both the student and faculty member must agree to participate. The modules are standalone research or scholarship projects that are related to the originating course but go beyond the normal coursework. The projects may take the form of research assistantship or research partnership that tie into the instructor's existing research or creative activities. The modules carry variable credit (1-3) to recognize the time and workload required on behalf of both the student and faculty member to administer and complete the module. The number of credits awarded is determined by the instructor based on the scope and complexity of the work. The instructor will assign a letter grade upon completion of the work.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

PROPOSAL: Undergraduate Research / Scholarship Modules

The benefits of engaging undergraduate students in research are numerous and well-known. To encourage, boost, and better assess undergraduate research, the University Honors College, in collaboration with several faculty members and support under an award from the Strategic Opportunities Fund, propose the **Research / Scholarship Honors Modules** to help bridge the gap between curriculum and research. This proposal has been reviewed and endorsed by the Undergraduate Research Task Force and the University Honors Council.

These modules are designed to attach to **any** appropriate existing course at the 200-400 level in the form of a Scholarship Module (HNRS A298S, A398S, A498S) or a Research Module (HNRS A298R, A398R, A498R). The student and faculty member must agree to participate. The modules are standalone research or scholarship projects that are related to the originating course but go beyond the normal coursework. The projects may take the form of research assistantship or research partnership that tie into the instructor's existing research or creative activities. The modules carry variable credit (1-3) to recognize the time and workload required on behalf of both the student and faculty member to administer and complete the module. The number of credits to be awarded is determined by the instructor based on the scope and complexity of the work. The instructor will assign a letter grade upon completion of the work.

We anticipate that participating faculty will benefit by receiving student assistance on their projects involving research or creative activity. The intent is for the modules to seed interest in longer term and larger scale research projects appropriate for enrollment under an individual department's A397, A398, A497, or A498 courses. Moreover, our hope is that the program will help elevate and foster a culture of undergraduate research at UAA.

Students will benefit by having increased opportunities to conduct undergraduate research. Additionally, all students will have the opportunity to receive a prestigious distinction on their transcript, e.g. "HNRS A498R Research Module," that can be earned regardless of past performance in other courses and requires no membership in the Honors Program.

Unlike a traditional Independent Study or Individual Research course, enrollment in the module is only allowed in combination with an originating course; a student may not enroll in an HNRS research/scholarship module on a standalone basis. The HNRS research/scholarship modules will be available for cross-listing by all departments and open to all motivated and qualified students based on their ability to undertake the work (determined by set criteria established for the modules and by the faculty member teaching the course). The module may be a project proposed by the student or determined by the faculty member. Each module must be of an appropriate scale such that a student can complete it together with the normal course requirements.

Finally, we will implement a detailed web-based assessment to gauge the effectiveness and impact of the Research / Scholarship Honors Module program.

Process of Initiating and Completing the Undergraduate Research Modules

The envisioned process for initiating and completing the research/scholarship module is:

1. A student approaches his or her instructor near the start of the semester and expresses interest in a research/scholarship honors project. This might be in response to a solicitation for participation on behalf of the instructor. Alternately, students may be aware of the program through the catalog or announcements and request to participate.
2. If the faculty member agrees, then the student and faculty member work together to determine the scope, schedule, and deliverables for the project. The project must meet the research or scholarship criteria described in this document. If appropriate, a different faculty member may be recruited to serve as an advisor on the project.
3. The student and faculty member complete an online “contract” that specifies the scope and project deliverables.
4. The student enrolls in HNRS A298S, A398S, or A498S for scholarship projects or HNRS A298R, A398R, or A498R for research projects.
5. The student completes the additional research/scholarship-based work as part of the course.
6. The faculty member assigns a letter grade at the end of the semester.
7. Upon completion of the semester both the student and faculty will be asked to complete online forms for assessment purposes.
8. Both the student and faculty will be asked to complete a follow-up survey at a future date.

Criteria for Research/Scholarship Modules

The basic criteria for participation are that the modules must involve research or scholarship. For example, additional homework exercises, reading, or writing assignments would not qualify unless research/scholarship is involved. The work may tie into the faculty member's research interests. More specifically:

- The proposed work must be related to the content of the originating course being taught.
- For research modules (intended for the science-based modules):
 - a. The work may be as a **Research Assistant** or a **Research Partnership**.
 - i. The research assistant performs work that ties into the faculty member's research and includes projects such as a literature search, research implementation, or lab work.
 - ii. The Research Partnership classification is used when the student is conducting research that is not tied to the faculty member's research.
 - b. The work must involve research – a systematic process of study to obtain valid knowledge or interpret facts. The research may be applied (including community-based) or fundamental. There must be a research question that the work attempts to address and a well-defined, repeatable process to justify conclusions drawn regarding the research question. The work may address only a component of a larger research problem.
 - c. The conclusions drawn must be based on either empirical evidence or a constructed system that models the research problem.
- For scholarship modules (intended for arts, humanities, and professional disciplines):
 - a. The work for arts and humanities must produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. Examples include peer review of articles for publication, juried shows, or creative performances.
 - b. The work for professional disciplines may involve the application of expertise toward a research or community-based project. For example, business students might develop business or marketing plans while a technology student might construct a computer network to meet the needs of an organization.

Online Contractual Form (filled out by the student, approved by faculty)

In addition to registering for the HNRS course using normal mechanisms, the student must also complete an online form that is approved by the faculty advisor. The online form will allow the University Honors College to track and assess the program. We propose that similar forms can also be used for all 497/498 Independent Research projects, not just research/scholarship module projects. By applying the process to all 497/498 projects we will gain additional assessment data. A rough mockup of the forms is shown below.

First, a student logs in to the website:

Undergraduate Research and
Scholarship Modules

Log in using your UAA username and password:

Username:

Password:

The student can create a new module or view existing/prior modules:

Undergraduate Research and
Scholarship Modules

Welcome, John Doe.

Create and submit new module:

Current modules:
[Multicellular Chemical Systems](#)

Prior modules: None

The “Create” button brings the student to a form requesting information about the proposed module. This form also links to and asks for information about the module criteria to make it clear what is expected of the student.

Undergraduate Research and Scholarship Module

Before you submit this form please review the following [criteria for research/scholarship modules](#) and discuss the proposed project with your faculty advisor. If your faculty advisor agrees to participate then submit the following information. Contact your advisor if you need assistance entering the information on this form.

Project Title:		Credits:	1
Your name:		Course:	HNRS A498
Your email address:		Originating	
		Course:	

Name of faculty advisor:

Username (e.g. afkjm) of faculty advisor:

Names of any additional faculty advisors:

Usernames (e.g. afkjm) of additional faculty advisors:

Abstract (150 words maximum):

Related Work (250 words maximum): provide a review of the literature that supports the need for your research or creative endeavor.

Select whether your project is research-based (e.g. natural, mathematical, engineering, or applied sciences including community research) or scholarship-based (e.g. humanities, creative arts, or professional disciplines). A Research Assistant works on a project related to your faculty mentor's research. A Research Partnership is a student's original research project.

- ☐ Research-Based : Research Assistant
- ☐ Research-Based : Research Partnership
- ☐ Scholarship-Based

If the student selects “Research-Based” then the following form is displayed:

Undergraduate Research and Scholarship Module

What is the research question that the work attempts to answer? (350 words maximum).

- Applied research attempts to solve specific problems and may involve issues in the community. Sample questions include “What is the scope of pollution in Anchorage’s creeks and streams?” or “What is the impact of killer whale predation on the Steller sea lion population?”
- Fundamental research attempts to advance basic knowledge and is more open-ended and exploratory than applied research. Sample questions include “Is it possible to prove the Poincaré conjecture?” or “Can an artificial neural network model human cognition?”

Describe the research hypothesis, method, resources and procedures that you will utilize. (350 words maximum). Include the research activities, experimental protocol, design, or analysis to be conducted:

- Empirical research bases its findings on observations that support or rebut the research question. It includes surveys, observations, experiments, etc.
- Constructive research bases its findings on a model or framework that is developed and manipulated to test the research question. It includes simulation and benchmarking.

Describe the anticipated outcome of the research (350 words maximum). Include an interpretation and explanation of expected results as related to the hypothesis tested and discuss work that may help address the problem you are trying to solve.

Schedule a recurring meeting time with your faculty advisor and enter the dates and times.

List the major milestones for the project along with a schedule of their projected completion dates. At a minimum include your final deliverable and at least two mid-semester milestones.

[Continue](#)

If the student selects “Scholarship-Based” then the following form is displayed:

Undergraduate Research and Scholarship Module

What is the goal that your work attempts to address? (350 words maximum). Include a detailed description of the final form of your scholarly or creative work.

Describe the design, methodology, resources, and procedures that you will utilize to complete your project. (350 words maximum).

Describe the anticipated outcome of the scholarly or creative work. (350 words maximum). Give an appropriate venue for publication or dissemination of your work. Include an analysis of the expected impact of the work on the audience. Also discuss any problems that could hinder your creative endeavor.

Schedule a recurring meeting time with your faculty advisor and enter the dates and times.

List the major milestones for the project along with a schedule of their projected completion dates. At a minimum include your final deliverable and at least two mid-semester milestones.

Upon submission of the information by the student, an email notification will be sent to the faculty member. The faculty member can then log in and view the proposed module using forms similar to those presented above. If the faculty member clicks on an “Approve” button then notification is sent to the student and faculty that the “contract” is approved. The student must still enroll in the course using normal enrollment procedures (e.g. submit an add/drop form).

Online Assessment Form

Upon completion of the course both the student and faculty will be asked to complete online assessment forms. When the IDEA instrument is adopted for course assessment, it may be possible to integrate some of these questions into the normal course evaluation procedure.

Draft of the Student Form (information in <> will be filled in by the web software):

Undergraduate Research and Scholarship Assessment

This form is designed to give feedback to the Office of Undergraduate Research and Scholarship (OURS) regarding the quality and effectiveness of the research module titled <Title of project would go here> under <HNRS Course here> originating with <Originating Course Here> with <Faculty Mentor here>.

Please be frank in your answers. Your input will assist the OURS team in improving the process. Your feedback is appreciated and this form will not be shared with your faculty mentor. The comments you include will be compiled and analyzed by the OURS team.

1. Total time spent (hours):
2. Briefly explain your understanding of the scope of the project.
3. What task(s) did you perform on this project?
4. Is there anything that could be improved regarding the **process** of conducting the research/scholarship honors module? Don't include improvements of the actual research, only comment on the process of conducting the research.
5. What aspects of the process worked well?
6. What did you understand were the major goals of your project?
7. Were the goals accomplished?

Comments:

☐ Yes

☐ Somewhat

☐ No

8. Was your mentoring relationship:

- ☐ Excellent
- ☐ Satisfactory
- ☐ Unsatisfactory

Comments:

9. Did you work individually or with others on this project?

- ☐ Individually
- ☐ With others

If with others, comment on the nature of the interactions with the others.

10. What do you feel was the quality of project results? (i.e. reports, data, procedure, etc.)

- ☐ Excellent
- ☐ Satisfactory
- ☐ Unsatisfactory

Comments:

11. Did you feel that your mentor was knowledgeable about the topic on which your project was based?

- ☐ A great deal
- ☐ To some extent
- ☐ Not at all

Comments:

12. How often did you have contact with your faculty mentor regarding the project?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly

13. What was generally the duration of your meetings?

- ☐ 1 hour or less
- ☐ 1-2 hours
- ☐ 3+ hours

14. Usually, your communication/meetings were:

- ☐ face to face
- ☐ email
- ☐ online
- ☐ telephone

15. Would you recommend the research honors module program to someone else?

- ☐ Yes
☐ Maybe
☐ No

Comments:

16. Enter any other comments.

17. Please attach any writeup or report you may have completed for your mentor.

Attach File

Submit Form

The following is a draft of the faculty assessment form (information in <> will be filled in by the web software):

Undergraduate Research and Scholarship Assessment

This form is designed to give feedback to the Office of Undergraduate Research and Scholarship (OURS) regarding the quality and effectiveness of the research module titled <Title of project would go here> under <HNRS Course here> originating with <Originating Course Here> with <Student Name here>.

Your input will assist the OURS team in improving the process. Your feedback is appreciated and this form will not be shared with your student or used for any purpose other than the assessment of the OURS Honors Research/Scholarship Modules.

1. Total time spent advising student (hours):

2. Do you feel the goals you had set for this research experience were accomplished?

- ☐ Fully
☐ Partially
☐ Not at all

Comments:

3. What is the likelihood of this work eventually leading to a peer-reviewed publication or performance?

- ☐ Very likely
☐ Somewhat likely
☐ Unlikely

Comments:

4. Please tell us about any problems that arose in the following areas and if they were things you could resolve.

- Administrative issues (attendance, scheduling, availability of staff, etc)
- Goal setting
- Skills training
- Site support (availability of space, use of equipment, etc)
- Analytic support
- Any other problem(s)?

5. Mentoring is a difficult task and mentoring relationships are sometimes awkward and take a while to work into. How did your mentoring relationship work?

- ☐ Excellent
☐ Satisfactory
☐ Unsatisfactory

Comments:

6. What do you feel was the quality of project results? (i.e. reports, data, procedure, etc.)

- ☐ Excellent
☐ Satisfactory
☐ Unsatisfactory

Comments:

7. To what extent did the student contribute toward the research goals for the project?

- ☐ A great deal
☐ To some extent
☐ Not at all

Comments:

8. Would you be interested in participating in this program again?

- ☐ Yes
☐ Maybe
☐ No

Comments:

9. Enter any other comments.

Submit Form



Assessment Update

At a future time the student and faculty will be asked to provide an update to allow the University Honors College to follow up on any new developments that originated with a research/scholarship module. The student or faculty member may also initiate the process by visiting the website and entering the information at any time.

Undergraduate Research and Scholarship Assessment - Update Form

This form is designed to update the Office of Undergraduate Research and Scholarship (OURS) regarding your completed research module titled <Title of project would go here> under <HNRS Course here> originating with <Originating Course Here> with <Faculty Mentor here>.

Last updated: Dec-01-2009

1. Have you received any awards or recognition as a result of your work?

- ☐ Yes
☐ No

If yes, please describe.

2. List any publications, presentations, or other venues in which you presented the work completed in this module.

3. Did this module result in additional research that you participated in? (e.g. enrollment in an independent research course, paid position, etc.)

- ☐ Yes
☐ No

If yes, please describe.

4. Have you participated in other research/scholarship projects that are unrelated to this module? (e.g. a different research project.)

- ☐ Yes
☐ No

If yes, please describe.

5. What is the status of this research module?

- ☐ No longer
working on anything
related to this module
- ☐ Still working on
the same module
- ☐ Working on an
extension of this
module.

If working on the
module or an extension,
please describe the
project status below.

6. Were extramural funds sought or secured to continue this project?

- ☐ Yes, funding
awarded
- ☐ Yes, but funding
not awarded
- ☐ Don't know
- ☐ Currently seeking
funding
- ☐ No funding sought

If yes, please give
amount and funding
source, if known.

7. Please attach any papers, publications, or other scholarly work that was produced as a result of this module.

Attach File

Uploaded files: [InternationalConference.doc](#)

Delete

8. Enter any other comments.

Submit Form

Administration

The program would be administered by the University Honors College. The Honors College will also use the data collected by the website to analyze outcomes assessment information from both student and faculty perspectives for both short-term and longitudinal analysis. This might also serve as a useful model as UAA expands its online assessment tools.

Schedule

We are presenting the proposal to UAB during Spring 2007 for approval and hope to implement in Fall 2007. The online tools will be developed during Spring 2007 and Summer 2007.

PROPOSAL: Undergraduate Research / Scholarship Modules

NEW CATALOG COPY

For Insertion in the University Honors College section (page 87 of the current catalog)

All students (whether or not they are members of the University Honors College) may collaborate with faculty on research and creative activities as research assistants or research partners by registering for Undergraduate Research and Scholarship modules through the University Honors College. . The research module must involve research – a systematic process of study to obtain valid knowledge or interpret facts. The scholarship module (intended for arts, humanities, and professional disciplines) should produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. The research or scholarship may be applied, community-based, or fundamental.

These modules can be from 1 to 3 credits as determined by the faculty member, and can attach to any appropriate existing course at the 200-400 level in the form of an Individual Scholarship (HNRS A298S, A398S, A498S) or Individual Research (HNRS A298R, A398R, A498R) course. Enrollment in research and scholarship modules is only allowed in combination with an originating course. Before participating in a research or scholarship module, both the student and faculty member are asked to complete an online contract, and after completion are asked to complete assessment forms. Students interested in participating in a research or scholarship module should go to www.ours.alaska.edu/modules for additional information and forms.

For Insertion in section on “Special Courses” (page 56-57 of current catalog)

Undergraduate Research / Scholarship Honors Modules

The Office of Undergraduate Research and Scholarship (part of the University Honors College) is offering HNRS A298S, A298R, A398S, A398R, A498S, and A498R as Undergraduate Research / Scholarship Modules. These modules are designed to attach to any appropriate existing course at the 200-400 level in the form of a Scholarship Module (HNRS A298S, A398S, A498S) or a Research Module (HNRS A298R, A398R, A498R). The modules carry from 1-3 credits and are research or scholarship projects that are related to the originating course but go beyond the normal coursework. The modules may take the form of a research assistantship, in which the student assists the faculty mentor on a research project, or a research partnership, in which the student proposes his or her own research under the supervision of the faculty mentor.

The student and faculty member must agree to participate. Unlike a traditional Independent Study or Individual Research course, enrollment in the module is only allowed in combination with an originating course; a student may not enroll in an HNRS research/scholarship module on a standalone basis.

Process of Initiating and Completing the Undergraduate Research Modules

The process for initiating and completing a research/scholarship module is:

1. The student and faculty member must both agree to participate prior to the end of the fourth week of the semester. The student and faculty member must work together to determine the scope, schedule, and deliverables for the project. The project must meet the research or scholarship criteria described in the section "Criteria for

Research/Scholarship Modules.” If appropriate, a different faculty member may be recruited to serve as an advisor on the project.

2. The student and faculty member initiate the course by completing an online form that specifies the scope and project deliverables. The form is located at www.uaa.alaska.edu/ours/modules.
3. The student enrolls in HNRS A298S, A398S, or A498S for scholarship projects or HNRS A298R, A398R, or A498R for research projects. The course level is based upon the level of the originating course.
4. The student completes the additional research/scholarship-based work as part of the course.
5. Upon completion of the semester both the student and faculty member will be asked to complete online forms for assessment purposes and the faculty instructor will submit a letter grade for the student.
6. Both the student and faculty member will be asked to complete a follow-up survey at a future date for assessment of the program.

Criteria for Research/Scholarship Modules

The basic criteria for participation are that the modules must involve research or scholarship. For example, additional homework exercises, reading, or writing assignments would not qualify unless research/scholarship is involved. The work may tie into the faculty member's research interests.

1. The work must be related to the content of the originating course being taught.
2. For research modules (intended for science-based modules):
 - a. The work may be as a Research Assistant or a Research Partnership.
 - i. The Research Assistant classification is used when the student conducts work that ties into the faculty member's research and includes projects such as a literature search, research implementation, or lab work.
 - ii. The Research Partnership classification is used when the student is conducting research that is not tied to the faculty member's research but is performed in collaboration with the faculty member.
 - b. The work must involve research – a systematic process of study to obtain valid knowledge or interpret facts. The research may be applied, community-based, or fundamental. There must be a research question that the work attempts to address and a well-defined, repeatable process to justify conclusions drawn regarding the research question. The work may address only a component of a larger research problem.
 - c. The conclusions drawn must be based on either empirical evidence or a constructed system that models the research problem.
3. For scholarship modules (intended for arts, humanities, and professional disciplines):
 - a. The work for arts and humanities should produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. Examples include peer review of articles for publication, juried shows, or creative performances.
 - b. The work for professional disciplines can involve the application of expertise toward a research or community-based project. For example, business students might develop business or marketing plans while a technology student might construct a computer network to meet the needs of an organization.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AA Academic Affairs		1b. Division		1c. Department University Honors College	
2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number		5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (+)
6. Complete Course/Program Title University Honors College catalog copy					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☒ Program ☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☐ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course University Honors College					
14. Coordinate with Affected Units: Department, School, or College _____ Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description I					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action Changes to Honors catalog copy, changing Honors Program to Honors College, and changing wording on course requirements for clarifications. None of the changes made are changes to any requirements themselves.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University Honors College (current catalog pages 87-89)

The mission of the University Honors College is to be a catalyst for scholarly excellence in undergraduate education. The College advances, coordinates, and administers active learning and undergraduate research opportunities for students across the campus. Through its multi-disciplinary academic and student support programs, the College serves as a locus for inquiry, discovery, leadership and engagement.

The College houses the Office of Undergraduate Research and Scholarship, and three University Honors Programs: the University Honors Core Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program. Students enrolled in these programs are also enrolled in the disciplinary school or college in which they complete their degree programs. University Honors students may pursue any major or minor they wish at the University, and foundation University Honors courses will satisfy General Education Requirements.

Students, who complete the requirements of their disciplinary school or college, and the G.P.A. and program requirements of University Honors College, will graduate with the designation of *University Honors Scholar* on their transcripts and diplomas.

University Honors offers smaller classes with excellent faculty, guided individual research, personalized academic advising and mentoring, special leadership and internship opportunities, community involvement, and enhanced scholarship prospects. Honors courses will approach the course subject matter with more intensity and rigor than is demanded of typical courses. Students will also participate in a range of honors activities together, designed to enhance intellectual and personal opportunities. Intensive advising by college faculty and staff is an important element of University Honors, and Honors students are required to meet regularly with advisors.

ACADEMIC PROGRAMS

There are various options that students can select within the University Honors College: the Honors Core Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program. The Honors Core Program requirements, taken by all Honors students, include courses in humanities, social science and community service. All Honors courses have an emphasis on critical thinking and analytical reading, taking on challenging activities through interdisciplinary projects, and preparing students for participating in independent research in their disciplines.

The Natural and Complex Systems (NCS) Program includes additional courses that focus on scientific, research-based projects that integrate student work across the Natural, Physical, Engineering, Mathematical, and Computer Sciences. This option is open to honors students in all disciplines but is targeted particularly toward students in science-oriented degrees. Honors students may take courses in the NCS Program if they meet the course prerequisites.

The Forty-Ninth State Fellows Program includes additional curriculum in democratic institutions and leadership. Focusing on politics, history, and Alaska, it consists of selected courses, weekly tutorials, and extracurricular activities. Spaces are limited in this intensive program and students typically apply prior to their freshman year to begin the program as they start their studies at UAA.

A limited number of students are admitted to the Honors Core Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program each year. All baccalaureate degree-seeking students who are motivated to pursue honors level work are encouraged to apply.

In addition to the University Honors College, several departments at UAA offer departmental honors options. Students may complete both University and departmental honors requirements with dual designations upon graduation, and in some cases departmental honors courses may be substituted for one or more University Honors College requirements. In addition, students pursuing departmental honors and non-honors students may enroll in some University Honors College courses with permission of the University Honors College and on a space available basis.

UNDERGRADUATE RESEARCH AND SCHOLARSHIP

All students (whether or not they are members of the University Honors College) may collaborate with faculty on research and creative activities as research assistants or research partners by registering for Undergraduate Research and Scholarship modules through the University Honors College. . The research module must involve research – a systematic process of study to obtain valid knowledge or interpret facts. The scholarship module (intended for arts, humanities, and professional disciplines) should produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. The research or scholarship may be applied, community-based, or fundamental.

These modules can be from 1 to 3 credits as determined by the faculty member, and can attach to any appropriate existing course at the 200-400 level in the form of an Individual Scholarship (HNRS A298S, A398S, A498S) or Individual Research (HNRS A298R, A398R, A498R) course. Enrollment in research and scholarship modules is only allowed in combination with an originating course. Before participating in a research or scholarship module, both the student and faculty member are asked to complete an online contract, and after completion are asked to complete assessment forms. Students interested in participating in a research or scholarship module should go to www.ours.alaska.edu/modules for additional information and forms.

ADMISSION TO THE UNIVERSITY HONORS COLLEGE

1. Admission to the University Honors College is limited to baccalaureate degree-seeking students. Admission is separate from and in addition to general UAA admission requirements.
2. Students must submit a completed University Honors College application, including supporting documents, to the Honors College Office (Rasmuson Hall 119). Supporting documents include (1) high school transcripts and SAT or ACT scores for incoming freshmen, (2) university transcripts and GPA for transfer students, (3) an essay on personal goals, and (4) letters of recommendation from two previous teachers (either high school or college). Application packets may be obtained from the University Honors College office.

3. In general, students applying to the University Honors College from high school or transferring into the College with previous college-level work must have at least a 3.0 GPA, and show strong evidence of ability to reach and maintain a 3.5 initial GPA within a reasonable time. However, the initial GPA entrance requirement should be interpreted as a general guideline, and not as an absolute criterion; all students who believe that they can succeed in and benefit from participation in an honors program are encouraged to apply.
4. Admission to the University Honors College will be determined by the University Honors College Admission Committee. Admission is based on an overall evaluation of the student's probability of success in the college, and not on any single criterion or formula. The Committee may ask the applicant for additional information and/or suggest an interview. Applicants will be ranked, and admitted on a space-available basis. In some cases the Committee may initially grant conditional admission, which will be changed to formal admission if the student demonstrates ability to do honors work.

REQUIREMENTS TO GRADUATE AS A "UNIVERSITY HONORS SCHOLAR"

1. Students must meet all General University Requirements, General Education Requirements, Major School/College requirements, and major requirements as printed in the UAA catalog.
2. Students officially accepted into the University Honors College can use HNRS A192 to satisfy 3 credits of General Education Requirement in Humanities, and HNRS A292 to satisfy credits of General Education Requirement in Social Science once they have completed the Honors Foundation Courses as listed below.
3. Students must complete the following Honors Core Program Curriculum requirements (16 credits) with a grade of "C" or higher:

Honors Foundation Courses

HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
HNRS A310 Community Service: Theory and Practice	3

Honors Senior Project/Thesis Requirements:

HNRS A392 Honors Thesis Seminar	1

and one of the following options to total 6 credits 6

A. HNRS A490 Senior Honors Seminar (6 credits over two semesters)

Or

B. A course proposed by the student, and approved by the Honors College Dean (3 credits minimum; may be an existing course or independent study) plus Senior thesis or project (3 credits minimum; either departmental thesis/project, or HNRS A499 Honors Thesis)

or

C. An upper-division course listed in the catalog as a specific departmental honors requirement (3 credits minimum)

and

Senior thesis or project (3 credits minimum; either departmental thesis/project, or HNRS A499 Honors Thesis)

or

D. Six-credit thesis/project (either departmental thesis/project, and/or HNRS A499 Honors Thesis).

Total University Honors College credits required
(9 core + 7 upper-division): 16

3. Students must have earned a cumulative grade point average of 3.5 or higher, as defined under "Graduation with Honors" in Chapter 7 of this catalog.
4. As part of the advising/mentoring process, Honors students' progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the college.

NATURAL AND COMPLEX SYSTEMS (NCS) PROGRAM

The Natural and Complex Systems Program focuses on scientific, research-based projects that integrate student work across the Natural, Physical, Engineering, Mathematical and Computer Sciences. Students admitted to the Natural and Complex Systems Program receive the designation "University Honors Scholar: Natural and Complex Systems" on their transcripts upon successful completion of the program requirements.

ADMISSION TO THE NATURAL AND COMPLEX SYSTEMS PROGRAM

The NCS Program is open to students in all disciplines who have been admitted to the University Honors College. Honors students may take courses in the NCS Program if they meet the course prerequisites. Students wanting to enroll in this program should contact the University Honors College office for permission to register.

REQUIREMENTS TO GRADUATE AS A "UNIVERSITY HONORS SCHOLAR: NATURAL AND COMPLEX SYSTEMS"

1. Students must meet all General University Requirements, General Education Requirements, School/College requirements, and major requirements as printed in the UAA catalog.
2. Students officially accepted into the University Honors College can use HNRS A192 to satisfy 3 credits of General Education Requirement in Humanities, and HNRS A292 to satisfy credits of General Education Requirement in Social Science once they have completed the Honors Foundation courses as listed below.
3. Students must complete the following University Honors Core Program requirements and the Natural and Complex Systems Program requirements with a grade of "C" or higher (22 credits):

Honors Foundation Courses

HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
HNRS A310 Community Service: Theory and Practice	3

NCS Program Courses

CPLX A200 Introduction to Complexity	3
HNRS A309 Interdisciplinary Team-Based	3

Research Methods

Honors Senior Project//Thesis Requirements

HNRS A392 Honors Thesis Seminar 1

HNRS A490 Senior Honors Seminar 6
(special section designated for NCS Program)

3. Students must have earned a cumulative grade point average of 3.5 or higher, as defined under “Graduation with Honors” in Chapter 7 of this catalog.
4. As part of the advising/mentoring process, Honors students’ progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the college.

FORTY-NINTH STATE FELLOWS PROGRAM

The Forty-Ninth State Fellows Program offers a limited number of students the opportunity to participate in an intensive, intellectually challenging four-year undergraduate program to develop new Alaskan leaders. Forty-Ninth State Fellows study the roots of liberty in Western civilization, the founding and development of American political institutions, and the challenges of self-government in Alaska, to become knowledgeable about American and Alaskan history, politics, and cultural diversity, and familiar with the application of leadership skills and ideas.

In addition to their common curriculum, Forty-Ninth State Fellows enjoy many activities together, including opportunities for summer internships, membership in civic organizations, lectures and colloquia, weekly tutorials, and special events. Intensive advising by program faculty and staff is an important element of the program, and Fellows are required to meet regularly with advisors.

Forty-Ninth State Fellows may pursue any major they wish at the University. They take selected courses together in economics, history, and political science, as well as the required courses for the University Honors Core Program. Many of these courses satisfy General Education requirements (GER) at UAA and/or requirements for those pursuing degrees in the College of Arts and Sciences. Students admitted to study as Forty-Ninth State Fellows receive the designation “Forty-Ninth State University Honors Scholar” on their transcripts upon successful completion of the option requirements.

ADMISSION TO THE FORTY-NINTH STATE FELLOWS PROGRAM

1. Admission to the Forty-Ninth State Fellows Program is limited each year to a small group of baccalaureate degree-seeking students. At the time of application, students are considered for admission to both the University Honors College and the Forty-Ninth State Fellows Program. Students should meet the general criteria for admission to University Honors College (Admission to University Honors College #3).
2. Students must submit a completed Forty-Ninth State Fellows Program application, including supporting documents, to the University Honors College Office (RH 119). Supporting documents include (1) high school transcripts and SAT or ACT scores for incoming freshmen, (2) high school and university

- transcripts and GPA for transfer students, (3) a letter of application explaining their background and interests, and why they want to be Forty-Ninth State Fellows and members of the University Honors College, (4) a short paper or essay (750-1000 words) addressing a contemporary social, political, or economic problem in Alaska, and (5) three letters of reference commenting on their academic ability and promise, one of which must be from an unrelated adult outside of high school who can speak to their skills and potential. Application forms may be obtained from the University Honors College office or website.
- Admission to the Forty-Ninth State Fellows Program will be determined by the Forty-Ninth State Admission Committee. The Committee may ask the applicant for additional information and/or request an interview. Applicants will be ranked and admitted on a space-available basis.

REQUIREMENTS TO GRADUATE AS A “FORTY-NINTH STATE UNIVERSITY HONORS SCHOLAR”

- Students must meet all General University Requirements, General Education Requirements, School/College requirements, and major requirements as printed in the UAA catalog.
- Students also must complete all requirements to graduate in the University Honors College as a “University Honors Scholar,” including GPA requirements and completion of an Honors Senior Project/Thesis.
- Students must complete the following Forty-Ninth State Fellows curriculum requirements with a grade of “C” or higher:

First-year Forty-Ninth State Fellows Program Requirements:

HIST A101 Western Civilization I*	3
HIST A102 Western Civilization II*	3
HNRS A191 Freshman Honors Tutorial (fall)	1
HNRS A191 Freshman Honors Tutorial (spring)	1

Second-year Forty-Ninth State Fellows Program Requirements:

ECON A201 Principles of Macroeconomics*	3
HIST A131 History of United States I*	3
HIST A132 History of United States II*	3
HNRS A291 Sophomore Honors Tutorial (fall)	1
HNRS A291 Sophomore Honors Tutorial (spring)	1
PS A330 The American Political Tradition	3

Third-year Forty-Ninth State Fellows Program Requirements:

HIST A341 History of Alaska*	3
HNRS A391 Junior Honors Tutorial	1
PS A332 History of Political Philosophy I: Classical*	3
PS A333 History of Political Philosophy II: Modern*	3

Fourth-year Forty-Ninth State Fellows Program Requirements:

PS A345 Alaska Government and Politics	3

** Indicates courses that can satisfy GERs and/or CAS requirements.*

Forty-Ninth State Fellows ordinarily take all of the Forty-Ninth State requirements together as a cohort. Since Honors tutorials are paired with designated course

sections, and specific course sections are required, Fellows must secure advice and permission from the Forty-Ninth State advisors before registering for classes each term. In some cases, classes that meet General Education requirements may be designated for Forty-Ninth State Fellows or for all University Honors students; these sections are highly recommended for Forty-Ninth State Fellows. In case of time conflicts between courses required for Forty-Ninth State Fellows and for other degree requirements, the program may allow Fellows to substitute sections or to take courses outside the usual sequence.

4. As part of the advising and mentoring process, Forty-Ninth State Fellows' progress will be evaluated every semester. Fellows whose performance indicates potential difficulties in meeting the requirements for the Forty-Ninth State Fellows Program or for the University Honors College will be counseled on how to correct these difficulties, but if performance improvements do not result, Fellows may be removed from the college.

For insertion in “Advising and Academic Support” (current catalog page 45)

OFFICE OF UNDERGRADUATE RESEARCH AND SCHOLARSHIP (OURS)
UNIVERSITY HONORS COLLEGE
(907) 786-1086
<http://ours.uaa.alaska.edu>

As part of the University Honors College, the OURS fosters undergraduate research opportunities and presentation, encourages the integration of teaching and research across the campus, and links students both to local faculty and the global community of scholars.

OURS offers a variety of programs including colloquia, featured speakers and presentations. Every spring, the office hosts the Undergraduate Research and Discovery Symposium, highlighting the work of UAA undergraduates and their faculty mentors. The office also offers several award competitions to support undergraduate research and creative/artistic projects in all disciplines, including Undergraduate Research Awards, Discovery Grants, the Discovery Award, the Alaska Heart Institute Fellowships, the Public Policy Internship Award, the Dr. Alex Hills Engineering Research Award, the Undergraduate Research in the Community Award, the Consortium Library Prize, the Parasca Science Research Award, and sponsored travel to the Student Conference on United States Affairs.

Students may collaborate with faculty on research and creative activities as research assistants or research partners by registering for Undergraduate Research and Scholarship modules through the University Honors College. These modules can be from 1 to 3 credits as determined by the faculty member, and can attach to any appropriate existing course at the 200-400 level in the form of an Individual Scholarship (HNRS A298S, A398S, A498S) or Individual Research (HNRS A298R, A398R, A498R) course. Enrollment in research and scholarship modules is only allowed in combination with an originating course. Before participating in a research or scholarship module, both students and faculty are asked to complete an online contract, and after completion are asked to complete assessment forms. Students interested in participating in a

research or scholarship module should go to www.ours.alaska.edu/modules for additional information and forms.

For insertion in section on “Special Courses” (current catalog pages 56-57)

Undergraduate Research and Scholarship Honors Modules

For Insertion in section on “Special Courses” (page 56-57 of current catalog)

Undergraduate Research / Scholarship Honors Modules

The Office of Undergraduate Research and Scholarship (part of the University Honors College) is offering HNRS A298S, A298R, A398S, A398R, A498S, and A498R as Undergraduate Research / Scholarship Modules. These modules are designed to attach to any appropriate existing course at the 200-400 level in the form of a Scholarship Module (HNRS A298S, A398S, A498S) or a Research Module (HNRS A298R, A398R, A498R). The modules carry from 1-3 credits and are research or scholarship projects that are related to the originating course but go beyond the normal coursework. The modules may take the form of a research assistantship, in which the student assists the faculty mentor on a research project, or a research partnership, in which the student proposes his or her own research under the supervision of the faculty mentor.

The student and faculty member must agree to participate. Unlike a traditional Independent Study or Individual Research course, enrollment in the module is only allowed in combination with an originating course; a student may not enroll in an HNRS research/scholarship module on a standalone basis.

Process of Initiating and Completing the Undergraduate Research Modules

The process for initiating and completing a research/scholarship module is:

1. The student and faculty member must both agree to participate prior to the end of the fourth week of the semester. The student and faculty member must work together to determine the scope, schedule, and deliverables for the project. The project must meet the research or scholarship criteria described in the section "Criteria for Research/Scholarship Modules." If appropriate, a different faculty member may be recruited to serve as an advisor on the project.
2. The student and faculty member initiate the course by completing an online form that specifies the scope and project deliverables. The form is located at www.uaa.alaska.edu/ours/modules.
3. The student enrolls in HNRS A298S, A398S, or A498S for scholarship projects or HNRS A298R, A398R, or A498R for research projects. The course level is based upon the level of the originating course.
4. The student completes the additional research/scholarship-based work as part of the course.
5. Upon completion of the semester both the student and faculty will be asked to complete online forms for assessment purposes and the faculty instructor will submit a letter grade for the student.

6. Both the student and faculty member will be asked to complete a follow-up survey at a future date for assessment of the program.

Criteria for Research/Scholarship Modules

The basic criteria for participation are that the modules must involve research or scholarship. For example, additional homework exercises, reading, or writing assignments would not qualify unless research/scholarship is involved. The work may tie into the faculty member's research interests.

1. The work must be related to the content of the originating course being taught.
2. For research modules (intended for science-based modules):
 - a. The work may be as a Research Assistant or a Research Partnership.
 - i. The Research Assistant classification is used when the student conducts work that ties into the faculty member's research and includes projects such as a literature search, research implementation, or lab work.
 - ii. The Research Partnership classification is used when the student is conducting research that is not tied to the faculty member's research but is performed in collaboration with the faculty member.
 - b. The work must involve research – a systematic process of study to obtain valid knowledge or interpret facts. The research may be applied, community-based, or fundamental. There must be a research question that the work attempts to address and a well-defined, repeatable process to justify conclusions drawn regarding the research question. The work may address only a component of a larger research problem.
 - c. The conclusions drawn must be based on either empirical evidence or a constructed system that models the research problem.
3. For scholarship modules (intended for arts, humanities, and professional disciplines):
 - a. The work for arts and humanities should produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. Examples include peer review of articles for publication, juried shows, or creative performances.
 - b. The work for professional disciplines can involve the application of expertise toward a research or community-based project. For example, business students might develop business or marketing plans while a technology student might construct a computer network to meet the needs of an organization.

Catalog copy showing revisions. New text shown in yellow.

University Honors **College** Program

~~The University Honors Program is designed to provide enhanced educational opportunities for outstanding UAA students, leading to a designation of “University Honors Scholar” upon graduation. The Honors Program is interdisciplinary and university-wide. Honors students may pursue any major and minor they wish at the University, and core Honors courses will satisfy General Education Requirements.~~

~~University Honors offers smaller classes with excellent faculty, guided individual research, personalized academic advising and mentoring, special leadership and internship opportunities, community involvement, and enhanced scholarship prospects. Honors courses will approach the course subject matter with more intensity and rigor than is demanded of typical courses. Students will also participate in a range of honors activities together, designed to enhance intellectual and personal opportunities.~~

~~Intensive advising by program faculty and staff is an important element of the program, and Honors students are required to meet regularly with advisors.~~

~~There are two ways to earn University Honors: completion of the Honors Program requirements, and completion of an additional curriculum in democratic institutions and leadership. This intensive curriculum in democratic institutions and leadership is called the “Forty-Ninth State Fellows Program.” Focusing on politics, history, and Alaska, it consists of selected courses, weekly tutorials, and extracurricular activities. A limited number of students are admitted to the Honors Program and the Forty-Ninth State Fellows Program each year. Students typically apply prior to their freshman year to begin the program as they start their studies at UAA.~~

~~In addition to the University Honors Program, several departments at UAA offer departmental honors options. Students may complete both University and departmental honors requirements with dual designations upon graduation, and in some cases departmental honors courses may be substituted for one or more University Honors Program requirements. In addition, students pursuing only departmental honors may enroll in some University Honors Program courses with permission of the University Honors Program Director, and on a space available basis.~~

The mission of the University Honors College is to be a catalyst for scholarly excellence in undergraduate education. The College advances, coordinates, and administers active learning and undergraduate research opportunities for students across the campus. Through its multi-disciplinary academic and student support programs, the College serves as a locus for inquiry, discovery, leadership and engagement.

The College houses the Office of Undergraduate Research and Scholarship, and three University Honors Programs: the University Honors Core Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program. Students enrolled in these programs are also enrolled in the disciplinary school or college in which they complete their degree programs. University Honors students may pursue any major or minor they wish at the University, and foundation University Honors courses will satisfy General Education Requirements.

Students, who complete the requirements of their disciplinary school or college, and the G.P.A. and program requirements of University Honors College, will graduate with the designation of *University Honors Scholar* on their transcripts and diplomas.

University Honors offers smaller classes with excellent faculty, guided individual research, personalized academic advising and mentoring, special leadership and internship opportunities, community involvement, and enhanced scholarship prospects. Honors courses will approach the course subject matter with more intensity and rigor than is demanded of typical courses. Students will also participate in a range of honors activities together, designed to enhance intellectual and personal opportunities. Intensive advising by college faculty and staff is an important element of University Honors, and Honors students are required to meet regularly with advisors.

ACADEMIC PROGRAMS

There are various options that students can select within the University Honors College: the Honors Core Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program. The Honors Core Program requirements, taken by all Honors students, include courses in humanities, social science and community service. All Honors courses have an emphasis on critical thinking and analytical reading, taking on challenging activities through interdisciplinary projects, and preparing students for participating in independent research in their disciplines.

The Natural and Complex Systems (NCS) Program includes additional courses that focus on scientific, research-based projects that integrate student work across the Natural, Physical, Engineering, Mathematical, and Computer Sciences. This option is open to honors students in all disciplines but is targeted particularly toward students in science-oriented degrees. Honors students may take courses in the NCS Program if they meet the course prerequisites.

The Forty-Ninth State Fellows Program includes additional curriculum in democratic institutions and leadership. Focusing on politics, history, and Alaska, it consists of selected courses, weekly tutorials, and extracurricular activities. Spaces are limited in this intensive program and students typically apply prior to their freshman year to begin the program as they start their studies at UAA.

A limited number of students are admitted to the Honors Core Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program each year. All baccalaureate degree-seeking students who are motivated to pursue honors level work are encouraged to apply.

In addition to the University Honors College, several departments at UAA offer departmental honors options. Students may complete both University and departmental honors requirements with dual designations upon graduation, and in some cases departmental honors courses may be substituted for one or more University Honors College requirements. In addition, students pursuing departmental honors and non-honors students may enroll in some University Honors College courses with permission of the University Honors College and on a space available basis.

UNDERGRADUATE RESEARCH AND SCHOLARSHIP

All students (whether or not they are members of the University Honors College) may collaborate with faculty on research and creative activities as research assistants or research partners by registering for Undergraduate Research and Scholarship modules through the

University Honors College. . The research module must involve research – a systematic process of study to obtain valid knowledge or interpret facts. The scholarship module (intended for arts, humanities, and professional disciplines) should produce or lead to the production of a scholarly product that is suitable for external evaluation and critical review by experts in the field. The research or scholarship may be applied, community-based, or fundamental.

These modules can be from 1 to 3 credits as determined by the faculty member, and can attach to any appropriate existing course at the 200-400 level in the form of an Individual Scholarship (HNRS A298S, A398S, A498S) or Individual Research (HNRS A298R, A398R, A498R) course. Enrollment in research and scholarship modules is only allowed in combination with an originating course. Before participating in a research or scholarship module, both the student and faculty member are asked to complete an online contract, and after completion are asked to complete assessment forms. Students interested in participating in a research or scholarship module should go to www.ours.alaska.edu/modules for additional information and forms.

ADMISSION TO THE UNIVERSITY HONORS COLLEGE PROGRAM

1. Admission to the University Honors College Program is limited to baccalaureate degree-seeking students. Admission is separate from and in addition to general UAA admission requirements.
2. Students must submit a completed University Honors College Program application, including supporting documents, to the Honors College Program Office (RH 119). Supporting documents include (1) high school transcripts and SAT or ACT scores for incoming freshmen, (2) university transcripts and GPA for transfer students, (3) an essay on personal goals, and (4) a completed reference form from two previous teachers (either high school or college). Application packets may be obtained from the University Honors College Program office.
3. In general, students applying to the University Honors College Program from high school or transferring into the program with previous college-level work must have at least a 3.0 GPA, and show strong evidence of ability to reach and maintain a 3.5 initial GPA entrance requirement should be interpreted as a general guideline, and not as an absolute criterion; all students who believe that they can succeed and benefit in an honors program are encouraged to apply.
4. Admission to the University Honors College Program will be determined by the University Honors College Program Admission Committee. Admission is based on an overall evaluation of the student's probability of success in the College Program, and not on any single criterion or formula. The Committee may ask the applicant for additional information and/or suggest an interview. Applicants will be ranked, and admitted on a space-available basis. In some cases the Committee may initially grant conditional admission, which will be changed to formal admission if the student demonstrates ability to do honors work.

REQUIREMENTS TO GRADUATE AS A "UNIVERSITY HONORS SCHOLAR"

1. Students must meet all General University Requirements, General Education Requirements, School/College requirements, and major requirements as printed in the UAA catalog. ~~Students enrolled in the University Honors Program who successfully complete the Core Honors Requirements listed in section 2 below may apply three credits toward satisfying the General Education requirement in the humanities and three credits toward satisfying the General Education requirement in the social sciences.~~
2. Students officially accepted into the University Honors College can use HNRS A192 to satisfy 3 credits of General Education Requirement in Humanities, and HNRS A292 to

satisfy credits of General Education Requirement in Social Science once they have completed the Honors Foundation Courses as listed below.

3. Students must complete the following University Honors **College Program** Curriculum requirements (16 credits) with a grade of "C" or higher:

Honors Foundation Courses:

Core Honors Requirements:

HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
HNRS A310 Community Service: Theory and Practice	3

Honors Senior Project/Thesis Requirements:

Upper-division Honors Requirements:

HNRS A392 Honors Thesis Seminar	1

and one of the following options to total 6 credits 6

A. HNRS A490 Senior Honors Seminar (6 credits over two semesters)

Or

B. A course proposed by the student, and approved by the Honors **College Dean** ~~Program Director~~ (3 credits minimum; may be an existing course or independent study) and **plus** Senior thesis or project (3 credits minimum; either departmental thesis/project, or HNRS A499 Honors Thesis)

or

C. An upper-division course listed in the catalog as a specific departmental honors requirement (3 credits minimum)

and

Senior thesis or project (3 credits minimum; either departmental thesis/project, or HNRS A499 Honors Thesis)

or

D. Six-credit thesis/project (either departmental thesis/project, **and**/or HNRS A499 Honors Thesis).

Total University Honors **College Program** credits required
(9 core + 7 upper-division): 16

3. Students must have earned a cumulative grade point average of 3.5 or higher, as defined under "Graduation with Honors" in Chapter 7 of this catalog.
4. As part of the advising/mentoring process, Honors students' progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the **College Program**.

NATURAL AND COMPLEX SYSTEMS (NCS) PROGRAM

The Natural and Complex Systems Program focuses on scientific, research-based projects that integrate student work across the Natural, Physical, Engineering, Mathematical and Computer Sciences. Students admitted to the Natural and Complex Systems Program receive the designation "University Honors Scholar: Natural and Complex Systems" on their transcripts upon successful completion of the program requirements.

ADMISSION TO THE NATURAL AND COMPLEX SYSTEMS PROGRAM

The NCS Program is open to students in all disciplines who have been admitted to the University Honors College. Honors students may take courses in the NCS Program if they meet the course prerequisites. Students wanting to enroll in this program should contact the University Honors College office for permission to register.

REQUIREMENTS TO GRADUATE AS A “UNIVERSITY HONORS SCHOLAR: NATURAL AND COMPLEX SYSTEMS”

1. Students must meet all General University Requirements, General Education Requirements, School/College requirements, and major requirements as printed in the UAA catalog.
2. Students officially accepted into the University Honors College can use HNRS A192 to satisfy 3 credits of General Education Requirement in Humanities, and HNRS A292 to satisfy credits of General Education Requirement in Social Science once they have completed the Honors Foundation courses as listed below.
3. Students must complete the following University Honors Core requirements and the Natural and Complex Systems Program requirements with a grade of “C” or higher (22 credits):

Honors Foundation Courses

HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
HNRS A310 Community Service: Theory and Practice	3

NCS Program Courses

CPLX A200 Introduction to Complexity	3
HNRS A309 Interdisciplinary Team-Based Research Methods	3

Honors Senior Project//Thesis Requirements

HNRS A392 Honors Thesis Seminar	1

HNRS A490 Senior Honors Seminar (special section designated for NCS Program)	6

3. Students must have earned a cumulative grade point average of 3.5 or higher, as defined under “Graduation with Honors” in Chapter 7 of this catalog.
4. As part of the advising/mentoring process, Honors students’ progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the college.

FORTY-NINTH STATE FELLOWS PROGRAM

~~This option within the University Honors Program offers a limited number of the student opportunity for~~ The Forty-Ninth State Fellows Program offers a limited number of students the opportunity to participate in an intensive, intellectually challenging four-year undergraduate program to develop new Alaskan leaders. Forty-Ninth State Fellows study the roots of liberty in Western civilization, the founding and development of American political institutions, and the challenges of self-government in Alaska, to become knowledgeable about American and

Alaskan history, politics, and cultural diversity, and familiar with the application of leadership skills and ideas.

In addition to their common curriculum, Forty-Ninth State Fellows enjoy many activities together, including opportunities for summer internships, membership in civic organizations, lectures and colloquia, weekly tutorials, and special events. Intensive advising by program faculty and staff is an important element of the **program** ~~option~~, and Fellows are required to meet regularly with advisors.

Forty-Ninth State Fellows may pursue any major they wish at the University. They take selected courses together in economics, history, and political science, as well as the required courses for the University Honors **Core Program**. Many of these courses satisfy General Education requirements (GER) at UAA and/or requirements for those pursuing degrees in the College of Arts and Sciences. Students admitted to study as Forty-Ninth State Fellows receive the designation “Forty-Ninth State University Honors Scholar” on their transcripts upon successful completion of the option requirements.

ADMISSION TO THE FORTY-NINTH STATE FELLOWS PROGRAM

1. Admission to the Forty-Ninth State Fellows Program is limited each year to a small group of baccalaureate degree-seeking students. At the time of application, students are considered for admission to both the University Honors **College Program** and the Forty-Ninth State Fellows Program. Students should meet the general criteria for admission to University Honors College (Admission to University Honors **College Program** #3).
2. Students must submit a completed Forty-Ninth State Fellows Program application, including supporting documents, to the University Honors **College Program** Office (RH 119). Supporting documents include (1) high school transcripts and SAT or ACT scores for incoming freshmen, (2) high school and university transcripts and GPA for transfer students, (3) a letter of application explaining their background and interests, and why they want to be Forty-Ninth State Fellows and members of the University Honors **College Program**, (4) a short paper or essay (750-1000 words) addressing a contemporary social, political, or economic problem in Alaska, and (5) three letters of reference commenting on their academic ability and promise, one of which must be from an unrelated adult outside of high school who can speak to their skills and potential. Application forms may be obtained from the University Honors **College Program** office or website.
3. Admission to the Forty-Ninth State Fellows Program will be determined by the Forty-Ninth State Admission Committee. The Committee may ask the applicant for additional information and/or request an interview. Applicants will be ranked and admitted on a space-available basis.

REQUIREMENTS TO GRADUATE AS A “FORTY-NINTH STATE UNIVERSITY HONORS SCHOLAR”

1. Students must meet all General University Requirements, General Education Requirements, School/College requirements, and major requirements as printed in the UAA catalog.
2. Students **also** must complete all requirements to graduate in the University Honors **College Program** as a “University Honors Scholar,” including GPA requirements and completion of an Honors Senior Thesis.
3. Students must complete the following Forty-Ninth State Fellows curriculum requirements with a grade of “C” or higher:

First-year Forty-Ninth State Fellows Program Requirements:

HIST A101 Western Civilization I*	3
HIST A102 Western Civilization II*	3
HNRS A191 Freshman Honors Tutorial (fall)	1
HNRS A191 Freshman Honors Tutorial (spring)	1

Second-year Forty-Ninth State Fellows Program Requirements:

ECON A201 Principles of Macroeconomics*	3
HIST A131 History of United States I*	3
HIST A132 History of United States II*	3
HNRS A291 Sophomore Honors Tutorial (fall)	1
HNRS A291 Sophomore Honors Tutorial (spring)	1
PS A330 The American Political Tradition	3

Third-year Forty-Ninth State Fellows Program Requirements:

HIST A341 History of Alaska*	3
HNRS A391 Junior Honors Tutorial	1
PS A332 History of Political Philosophy I: Classical*	3
PS A333 History of Political Philosophy II: Modern*	3

Fourth-year Forty-Ninth State Fellows Program Requirements:

PS A345 Alaska Government and Politics	3

** Indicates courses that can satisfy GERs and/or CAS requirements.*

Forty-Ninth State Fellows ordinarily take all of the Forty-Ninth State requirements together as a cohort. **Since Honors tutorials are paired with designated course sections, and specific course sections are required** ~~Since Honors tutorials are associated with designated course sections, and other courses required by the Forty-Ninth State Fellows Program have designated sections for Fellows,~~ Fellows must secure advice and permission from the Forty-Ninth State advisors before registering for classes each term. In some cases, classes that meet General Education requirements may be designated for Forty-Ninth State Fellows or for all University Honors students; these sections are highly recommended for Forty-Ninth State Fellows. In case of time conflicts between courses required for Forty-Ninth State Fellows and for other degree requirements, the program may allow Fellows to substitute sections or to take courses outside the usual sequence.

4. As part of the advising and mentoring process, Forty-Ninth State Fellows' progress will be evaluated every semester. Fellows whose performance indicates potential difficulties in meeting the requirements for the Forty-Ninth State Fellows Program or for the University Honors **College Program** will be counseled on how to correct these difficulties, but if performance improvements do not result, Fellows may be removed from the program.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: HNRS A298S, HNRS A298R
HNRS A398S, HNRS A398R
HNRS A498S, HNRS A498R

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. None needed
- 2.
- 3.

Initiator signature

Resource Implication Form

1. School/College University Honors College

2. Program/Course Honors College

3. Course Prefix HNRS

4. Course Number A298S, A298R, A398S, A398R, A498S, A498R

5. Implementation Date Fall 2007

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☐ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation:

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

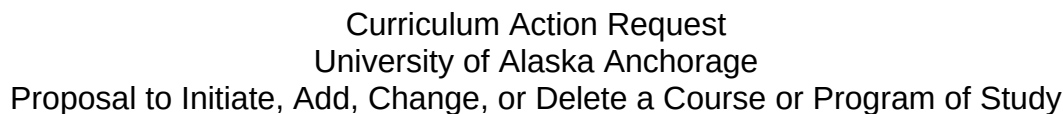
Date

_____ Approved

_____ Disapproved

Provost

Date



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____ ____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____ ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

University Honors College: Natural and Complex Systems Program

We propose a new track, the University Honors College: Natural and Complex Systems (NCS) Program. The curriculum under this option focuses on scientific, research-based projects that integrate student work across the Natural, Physical, Engineering, Mathematical, and Computer Sciences. An overview of the NCS Program is shown below.

Year 1	Year 2	Year 3	Year 4
HNRS A192 Enduring Books 3 credits <i>Honors Foundation</i> (existing course)	HNRS A292 Honors Seminar in Social Science 3 credits <i>Honors Foundation</i> (existing course)	NEW - HNRS A309 Interdisciplinary Team- Based Research Methods 3 credits (new course)	HNRS A490 Senior Honors Seminar 6 credits (existing course)
	CPLX A200 Introduction to Complexity 3 credits (existing course)	HNRS A310 Community Service 3 credits <i>Honors Foundation</i> (existing course)	
		HNRS A392 Honors Thesis Seminar 1 credit (existing course)	

Total credits: 22 credits

Notes:

- The Honors Foundation is defined as HNRS A192, HNRS A292 and HNRS A310.
- HNRS A192 satisfies three credits of the GER Humanities requirement when the Honors Foundation is completed.
- HNRS A292 satisfies three credits of the GER Social Science requirement when the Honors Foundation is completed.
- HNRS A310 can be taken in either the second semester of the sophomore year or during the junior year.

The NCS Program will include a total of seven courses (22 credits), spanning the 4 years of the undergraduate program. Two courses are new; the remainder overlaps with the existing Honors College requirements. This program will integrate students of different disciplines, progressively building teamwork, leadership, communication, and technical skills of both the individuals and the teams. Although open to any student in any degree program, we are targeting Bachelor of Science students in CAS, SOE, CTC, or CHSW. Students in science-oriented programs from CBPP may also be interested (e.g. operations research).

An analysis of the requirements of the NCS Program against the BS degrees offered at UAA shows that completing this program combined with most degrees would be well within the reach of students. See the attached spreadsheet showing how many credits students would need to take to complete this option along with their degree program.

The NCS Program was developed by faculty of the UAA Complex Systems Group and approved by the University Honors Council. The Complex Systems Group is comprised of faculty members from a wide spectrum of disciplines including: Art, Physics, Chemistry, Public Policy, Nursing, Biology, Mathematics, Philosophy, Computer Science, Logistics, Political Science, Psychology, and other disciplines. The Complex Systems Group has brought nationally recognized speakers to UAA, promoted complex systems research through competitive mini-grants, and offered workshops, brown bag seminars, and short courses to UAA faculty and the community. By participating in the Natural and Complex Systems Program within the University Honors College, the Complex Systems Group hopes to strengthen the link between research and curriculum in the sciences.

Course Descriptions

1. Freshman level Honors course: HNRS A192 - Enduring Books, 3 credits

This is an existing course and is the freshman level course for all honors students, regardless of track. It focuses on the directed reading of a single book of enduring significance that may include a scientific theme. The seminar will focus on the art of reading a text closely and grappling with its significance—i.e., the idea of coming to grips with how to live with the aid of one of the great books—while at the same time honing the student's abilities in listening, writing and speaking. This course satisfies 3 credits toward the GER Humanities requirement when the Honors Foundation is completed.

2. Sophomore level course: CPLX A200 - Introduction to Complexity – cross listed with BIOL A200 (existing course), 3 credits. Prereq: Math A107. This course will introduce students to the science of complexity, currently used to predict system behavior in the physical, life, and social sciences. Emphasis is placed on complex systems in biology. Students will be introduced to complex systems modeling and processes, systems dynamics, and how complex systems integrate research techniques and methods from multiple disciplines.

3. Sophomore level course: HNRS A292 - Honors Seminar in Social Science, 3 credits, existing course. By examining selected topics from a social science perspective, students are exposed to a broad range of social issues and develop skills to examine and evaluate their world. The seminar emphasizes research findings and skills, including the collection and analysis of both quantitative and qualitative data. Both oral and written communication are key components of this course. This course satisfies 3 credits toward the GER Social Science requirement when the Honors Foundation is completed.

4. Junior level Honors course: HNRS A309 - Interdisciplinary Team-Based Research Methods, **New Course**, 3 credits. Prereq: Math A200 or MATH A272. This course examines the principles and methods of conducting research in a collaborative, team-based environment. Under the supervision of the instructor, students from different disciplines will be placed into teams that must work together to solve a complex systems problem requiring collaboration across disciplines. The instructor will guide the teams to formulate a research plan, illustrate how to perform data analysis and experimental methodology, and provide guidance on effective team management. May include guest lecturers for different application areas. Where applicable, graduate students or post-doctoral fellows may serve as mentors to the undergraduate teams.

5. Junior level Honors course: HNRS A310 - Community Service: Theory and Practice, 3 credits. Existing course. This course includes guided volunteer service with a cultural, medical, or government agency. Students explore questions of service, community, and self through investigating several key questions. NCS students would be steered toward research projects within government agencies that

are integrated across scientific disciplines and are complex in nature. This course is part of the Honors Foundation.

6. Junior level Honors thesis course: HNRS A392 - Honors Thesis, 1 credit. Existing course. This is an honors thesis preparation course.

7. Senior Level (capstone) course. HNRS A490 – Senior Honors Seminar. Existing course but NCS students would be steered toward a section with scientific content. 6 credits, two semester course. The team-based and integrative nature of the NCS track requires all students to collaborate in the HNRS A490 course while also completing an individual thesis. Under the supervision of faculty mentors, the students will conduct a substantive research project involving a complex system. The supervisor(s) will help design the project so that it requires expertise in multiple disciplines. Students in their respective disciplines must collaborate to complete the project using the techniques learned in HNRS A309. Individually each student will be responsible for their own sub-project, including any experimentation, modeling, systems development, theory, and analysis. This work will form the basis for their individual thesis. Collectively, the team must also complete an overall paper that integrates the various sub-projects and disciplines of the overall project and give a poster/presentation at a senior research colloquium sponsored by the Math, Science, and Engineering departments involved in NCS. The course will include a weekly/bi-weekly lecture in Natural and Complex Systems conducted by faculty and graduate students in the program (open to all students of the program), and a social-interaction session each week to bring undergraduates, graduates, and faculty together to discuss problems, successes, and events in the program. This course satisfies the GER Integrative Capstone requirement.

CATALOG COPY FOR UNIVERSITY HONORS COLLEGE NATURAL AND COMPLEX SYSTEMS PROGRAM

The Natural and Complex Systems (NCS) Program includes additional courses that focus on scientific, research-based projects that integrate student work across the Natural, Physical, Engineering, Mathematical, and Computer Sciences. This option is open to honors students in all disciplines but is targeted particularly toward students in science-oriented degrees. Honors students may take courses in the NCS Program if they meet the course prerequisites.

NATURAL AND COMPLEX SYSTEMS (NCS) PROGRAM

The Natural and Complex Systems Program focuses on scientific, research-based projects that integrate student work across the Natural, Physical, Engineering, Mathematical and Computer Sciences. Students admitted to the Natural and Complex Systems Program receive the designation "University Honors Scholar: Natural and Complex Systems" on their transcripts upon successful completion of the program requirements.

ADMISSION TO THE NATURAL AND COMPLEX SYSTEMS PROGRAM

The NCS Program is open to students in all disciplines who have been admitted to the University Honors College. Honors students may take courses in the NCS Program if they meet the course prerequisites. Students wanting to enroll in this program should contact the University Honors College office for permission to register.

REQUIREMENTS TO GRADUATE AS A "UNIVERSITY HONORS SCHOLAR: NATURAL AND COMPLEX SYSTEMS"

1. Students must meet all General University Requirements, General Education Requirements, School/College requirements, and major requirements as printed in the UAA catalog.
2. Students officially accepted into the University Honors College can use HNRS A192 to satisfy 3 credits of General Education Requirement in Humanities, and HNRS A292 to satisfy credits of General Education Requirement in Social Science once they have completed the Honors Foundation courses as listed below.
3. Students must complete the following University Honors Core Program requirements and the Natural and Complex Systems Program requirements with a grade of "C" or higher (22 credits):

Honors Foundation Courses

HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
HNRS A310 Community Service: Theory and Practice	3

NCS Program Courses

CPLX A200 Introduction to Complexity	3
HNRS A309 Interdisciplinary Team-Based Research Methods	3

Honors Senior Project//Thesis Requirements

HNRS A392 Honors Thesis Seminar	1

3. Students must have earned a cumulative grade point average of 3.5 or higher, as defined under "Graduation with Honors" in Chapter 7 of this catalog.
4. As part of the advising/mentoring process, Honors students' progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the college.

University Honors College
Analysis of Natural and Complex Systems Program by Degree/Major

*This spreadsheet estimates how many credits a student would need to take to complete a particular degree plus the Honors College NCS Program
Comparing the estimated credits to the number required for the degree indicates how well the NCS Program might fit with the degree.*

BS Anthropology 120 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Calc 4	Writ Comm 6
				Stats 3	Oral Comm 3
				Comp Prog 3	Fine Arts 3
				Hum Seq 6	Soc Sci 3
				Nat Sci 16	
Est. credits required for Major + Honors NCS option:	105	36	16	6	32
					15
BS Biological Sciences 122-125 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Comp Prog 3	Writ Comm 6
				Hum Seq 6	Oral Comm 3
					Soc Sci 3
					Fine Arts 3
Est. credits required for Major + Honors NCS option:	127	81	16	6	9
					15
BS Chemistry Chemistry option 120-126 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Stats 3	Writ Comm 6
				Comp Prog 3	Oral Comm 3
				Hum Seq 6	Soc Sci 3
					Fine Arts 3
Est. credits required for Major + Honors NCS option:	131	82	16	6	12
					15
BS Chemistry Biochemistry option 120-126 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Stats 3	Writ Comm 6
				Comp Prog 3	Oral Comm 3
				Hum Seq 6	Soc Sci 3
					Fine Arts 3
Est. credits required for Major + Honors NCS option:	135	86	16	6	12
					15
BS Computer Science 120 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Nat Science 16	Writ Comm 6
				Hum Seq 6	Oral Comm 3
					Soc Sci 3
					Fine Arts 3
Est. credits required for Major + Honors NCS option:	117	58	16	6	22
					15
BS Geology 120 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Comp Prog 3	Writ Comm 6
				Hum Seq 6	Oral Comm 3
					Soc Sci 3
					Fine Arts 3
Est. credits required for Major + Honors NCS option:	122	76	16	6	9
					15
BS Mathematics (Trad option) 120 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Nat Science 16	Writ Comm 6
				Hum Seq 6	Oral Comm 3
					Soc Sci 3
					Fine Arts 3
Est. credits required for Major + Honors NCS option:	106	47	16	6	22
					15
BS Natural Sciences 120 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Calc 4	Writ Comm 6
				Stats 3	Oral Comm 3
				Hum Seq 6	Soc Sci 3
				Comp Prog 3	Fine Arts 3
Est. credits required for Major + Honors NCS option:	117	65	15	6	16
					15
BS Psychology 120 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Calc 4	Writ Comm 6
				Stats 3	Oral Comm 3
				Hum Seq 6	Soc Sci 3
				Comp Prog 3	Fine Arts 3
				Nat Science 16	
Est. credits required for Major + Honors NCS option:	110	41	16	6	32
					15
BS Sociology 120 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
				Calc 4	Writ Comm 6
				Stats 3	Oral Comm 3
				Hum Seq 6	Soc Sci 3
				Comp Prog 3	Fine Arts 3
				Nat Science 16	
Est. credits required for Major + Honors NCS option:	110	41	16	6	32
					15
BS Aviation Tech (Air Traffic Control emphasis) 121 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERs
					Writ Comm 3
					Oral Comm 3
					Nat Sci 3
					Fine Arts 3
Est. credits required for Major + Honors NCS option:	134	100	16	6	0
					12

CAS req	
Calc	4
Stats	3
Comp Prog	3
Hum Seq	6
Nat Sci	16
	32

GER	
Oral	3
Quant	3
Written	6
Fine Arts	3
Hum	6
Soc Sci	6
Nat Sci	7
Capstone	3
	37

Honors	
192	3
292	3
310	3
392	1
490	6
	16

NCS Option	
CPLX 200	3
HNRS 309	3
	6

University Honors College
Analysis of Natural and Complex Systems Program by Degree/Major

BS Aviation Tech (Management emphasis) 124 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS Writ Comm 3 Oral Comm 3 Nat Sci 3 Fine Arts 3	
<i>Est. credits required for Major + Honors NCS option:</i>	140	106	16	6	0	12
BS Physical Education 120-124 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS Writ Comm 6 Oral Comm 3 Quant Skill 3 Hum 3 Fine Arts 3	
<i>Est. credits required for Major + Honors NCS option:</i>	139	99	16	6	0	18
BS Medical Technology 123-127 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS Writ Comm 6 Oral Comm 3 Soc Sci 3 Hum 3 Fine Arts 3	
<i>Est. credits required for Major + Honors NCS option:</i>	145	105	16	6	0	18
BS Technology 120 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS Soc Sci 3 Fine Arts 3 Nat Sci 3	
<i>Est. credits required for Major + Honors NCS option:</i>	115	84	16	6	0	9
BS Civil Engineering 132 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS Soc Sci 3 Fine Arts 3	
<i>Est. credits required for Major + Honors NCS option:</i>	145	117	16	6	0	6
BS Engineering 131-132 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS Writ Comm 6 Oral Comm 3 Soc Sci 3 Hum 3 Fine Arts 3	
<i>Est. credits required for Major + Honors NCS option:</i>	145	105	16	6	0	18
BS Geomatics (GIS emphasis) 131 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS Writ Comm 3 Oral Comm 3 Hum 3 Soc Sci 3 Fine Arts 3 Nat Sci 7	
<i>Est. credits required for Major + Honors NCS option:</i>	150	106	16	6	0	22
BS Nursing Science 126 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS Writ Comm 3 Oral Comm 3 Hum 3 Fine Arts 3 Nat Sci 7	
<i>Est. credits required for Major + Honors NCS option:</i>	148	107	16	6	0	19
Bachelor of Liberal Studies 120-124 credits	MAJOR	HONORS	NCS Program	COLLEGE	GERS	
<i>Est. credits required for Major + Honors NCS option:</i>	135	113	16	6	0	0
BBA Global Logistics 120 credits	MAJOR	HONORS	NCS Program	Business Core	GERS Writ Comm 3 Oral Comm 3 Hum 6 Soc Sci 3 Fine Arts 3 Nat Sci 7	
<i>Est. credits required for Major + Honors NCS option:</i>	123	24	16	6	52	25

Curriculum Coordination Form

Notification Date: 3/26/07

Initiating unit: University Honors College, Academic Affairs

Affected unit(s): University Honors College, Complex Systems and Biological Sciences

Course Prefix and Number: n/a Previous Prefix and Number: n/a

Complete Course/Program Title: Natural and Complex Systems Program, University Honors College

Previous Course/Program Title: n/a

Description of Action: This proposal is to add a new track within the University Honors College, the Natural and Complex Systems (NCS) Program. Students would be required to complete the existing Honors Core Program, as well as CPLX/BIOL A200 Introduction to Complexity and a new course, HNRS A309 Interdisciplinary Team-Based Research Methods.

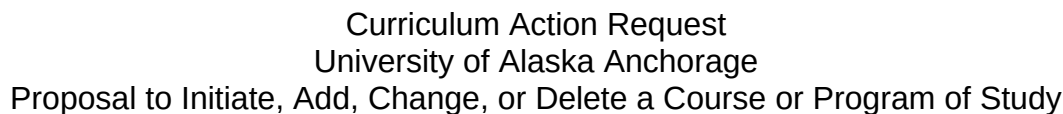
Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.



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

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

_____ Approved
 _____ Disapproved: _____
 Provost or Designee Date

331

**UNIVERSITY OF ALASKA ANCHORAGE
KENAI PENINSULA COLLEGE
COURSE CONTENT GUIDE**

Initiation Date: January 22, 2006

College or School: KPC / CAS

Course Subject: Art

Course Number: A295

Number of credits/CEU's: 1-3 Variable Credits [0+3-9 Contact Hours](#)

Course Program Title: [Internship-Digital / Exhibition Environments](#)

Grading Basis: [P/NP](#)

Course Description:

Internship position. Placement is dependent upon interest, expertise, prerequisites and appropriateness to the position.

Special Notes: Offered only at Kenai Peninsula College. May be repeated for a total of 6 credits.

Registration Restriction(s):

[Student must have completed 4 program core courses, at least 1 upper-division studio course and must be enrolled in 6 credits including internship \(waived during summer session.\) Student must have a 3.0 GPA.](#)

Fees: No

1. Instructional Goals and Defined Outcomes

a. Instructional Goals: Instructor will:

- 1) Assist student in assessing their career goals
- 2) Evaluate student's prior knowledge and skills to determine appropriate area for internship
- 3) Recommend community contacts with a venue for the display of visual art or a need for digital art services
- 4) Foster development of professional attitudes and skills
- 5) Liaison with student and [Cooperative Internship Program \(CIP\)](#) administrator [and](#) community professional to establish required duties and activities
- 6) Oversee and evaluate internship for guidance and grade

b. Student Outcomes: Student will be able to:

- 1) Knowledgably discuss career goals and prior experience
- 2) Successfully complete an initial contact and interview
- 3) Demonstrate a maturation of professional attitudes and skills
- 4) Demonstrate a progressive level of competence in assigned duties and activities
- 5) Write a personal evaluation of job performance

2. Guidelines for Evaluation

Evaluation criteria are developed at the beginning of the semester by coordinating instructor through consultation with the [CIP](#) administrator [and](#) community professional offering the intern position. Evaluation will address skill building, problem solving, craftsmanship, and creativity. Students will be evaluated on quality of work performed, professionalism, attendance, and participation.

3. Course Level Justification:

Course builds upon basic [design](#) concepts and techniques while introducing new skills. Conceptual problem solving and critical thinking issues are addressed in a professional setting. (~~This Sentence deleted: Contemporary issues are discussed and complex processes are practiced which ask students to make effective choices about technical and creative directions.~~)

4. Topical Course Outline

A. Assessment of Career Goals

B. Getting Hired

1. Refine Resume / Portfolio specific to position desired
2. Initial Contact and Follow up
3. Statement Agreeing to Terms of position including who is administering internship, expected goals / outcomes, criteria for grade evaluation, signed by ([CIP](#)) administrator [and](#) professional offering position, intern and coordinating instructor.

C. Job Skills

1. Perform required duties
2. Meet at pre-arranged time with coordinating instructor
3. Written reports of skills learned

D. Completion

1. [Daily work log / journal](#)
2. [Resume / Portfolio update](#)
3. Self-evaluation / reflection [report](#)
4. Evaluation review with employer / written report from employer to [CIP administrator and](#) instructor
5. Thank-you letter to [CIP](#) administrator [and](#) professional who provided the position.

5. Suggested Texts:

Bixler, Susan. [5 Steps to Professional Presence: How to Project Confidence, Competence, and Credibility at Work](#). Avon, MA: Adams Media Corporation, 2001.

6. Bibliography and Resources:

Barker, Emma. [Contemporary Culture of Display](#). New Haven: Yale University Press, 1999.

Bennett, Tony. [Pasts Beyond Memory \(Museum Meanings\)](#). New York: Routledge, 2004.

Bertron, Aurelia. [Designing Exhibitions](#). Basel, Switzerland: Burkhouse, 2006.

Booth, Jeanette Hauck. [Creative Museum Methods & Educational Techniques](#). Springfield, Ill: Thomas, 1982.

Carlton, Tim. [Hands-On-Exhibition \(Heritage-Care-Preservation-Management\)](#). New York: Routledge, 1998.

Dean, David. [Museum Exhibition \(Care-Preservation-Management\)](#). New York: Routledge, 1996.

Delaney, Chuck. [Photography Your Way](#). Allworth Press, 2001.

- Fishberg, Jennifer, Marilyn T. Epstein, Alex Lin, et al. Internships Find the right internship for you, Anniversary edition. Lawrenceville, NJ: Thomson Peterson, 2004.
- Hooper-Greenhil. Mueums and Interpretation of Visual Culture (Museum Meanings). New York: Routledge, 2002.
- Russell, John and Thomas S. Spencer. Art on Campus: The College Art Association's Official Guide to American College and University Art Museums & Exhibition Galleries. Monkton, MD: Friar's Lantern, Inc., 2000.
- Sweitzer, H. Frederick, Mary A. King. The Successful Internship: Transformation and Empowerment in Experiential Learning, 2nd ed. Boston: Wadsworth Publishing, 2003.
- Senge, Peter M., C. Otto Scharmer, et al. Presence: Human Purpose and the Field of the Future. Cambridge, Massachussetts: Society for Organizational Learning, 2004.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: AAS in Digital Art
Internship-Digital / Exhibition Environments

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Jane Fuerstenau

2. Please list any new library and information recommended to support the proposal.

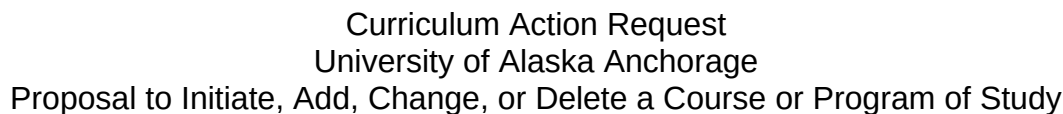
Barker, Emma. Contemporary Culture of Display. New Haven: Yale University Press, 1999.

Bennett, Tony. Pasts Beyond Memory (Museum Meanings). New York: Routledge, 2004.

Bertron, Aurelia. Designing Exhibitions. Basel, Switzerland: Burkhouse, 2006.

Booth, Jeanette Hauck. Creative Museum Methods & Educational Techniques. Springfield, Ill: Thomas, 1982.

Initiator signature



____ Initiator (faculty only) _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Department Chairperson _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Curriculum Committee Chairperson _____ Date _____

336 Date _____

DIGITAL ART

Kenai Peninsula College – Department of Art

Brockel Building Room 137A

www.kpc.alaska.edu

Contact: Celia Anderson (907) 262-0361 ifcra@uaa.alaska.edu or

Jayne Jones (907) 262-0374 ifmj@uaa.alaska.edu

The Associate of Applied Science Degree in Digital Art is currently only offered at Kenai Peninsula College. Graduates of this two-year program at Kenai Peninsula College will be knowledgeable in digital camera operation and imaging software, quality printing techniques and available industry services. Students develop skills that are applicable to either the digital arts industry or the creation of fine art.

The program is designed so that graduates:

- are prepared for entry-level positions, able to advance in their careers, or integrate digital skills for personal artistic expression.
- can successfully integrate into a more advanced, specialized digital art program.
- are well versed in a variety of digital tools and can adapt easily to new technological advances.
- use judgmental skills to create and edit expressive visual imagery.
- utilize knowledge of art history as taught in core curriculum to help create and assess effective design.
- develop unique design solutions and work easily with restrictions of a given job assignment.
- can contribute in a professional manner within a digital art environment or related field.

Theory will be presented and opportunities for practice will enable students to:

- effectively utilize a variety of the following digital resources and art tools to create images for commercial, design, fine art applications or personal use.

Digital/ film cameras

Imaging and design software

Film and flatbed scanners

Printers

Service Bureaus

- create expressive imagery and evaluate its effectiveness through the critiquing process.
- draw on their knowledge of historical and contemporary art in the development of their own work.
- identify and achieve competence in art and craft appropriate for advancement to a more specialized degree.
- conceptualize ideas and develop unique solutions to design problems.
- demonstrate professional skills applicable to the creative arts workplace.

The Digital Art Degree graduate will be prepared for entry-level positions in the photographic industry and graphic arts support services. Possibilities include entry-level assistantships for commercial or corporate photography studios, professional internships, lab assistants, production assistants or entry-level positions in small businesses. The Associate of Applied Science Degree in Digital Art is a launch pad to a professional application or to further education in a specialized digital art program.* Students wishing to earn a Bachelors of Arts in Art with UAA will need to complete all applicable General Education and College of Arts and Sciences Requirements for Baccalaureate Degrees. The majority of art core course requirements will be satisfied (see Advising).

**Transfer of credits for institutions outside the UAA system is not guaranteed. Each University and College makes their decision*

autonomously. The student should have a strong portfolio and be knowledgeable in their areas of concentration.

ADVISING

It is particularly important for students to meet with their advisor each semester for the purpose of reviewing their academic progress and planning enrollment in future courses. AAS students who intend to pursue a baccalaureate degree should consult a faculty or academic advisor for appropriate course selections.

Many of the Digital Art program courses require students to demonstrate a level of computer competency evidenced by completion in a course using one or more of the following applications: word processing, spreadsheets, databases, and University of Alaska Anchorage 2006-2007 Course Catalog Chapter 10 Page 97 communications, or an introductory course in data processing, microcomputers or image-editing.

It is the student's responsibility to design their course of study with Digital Art faculty in the Department of Art at Kenai Peninsula College to ensure all prerequisites and computer competencies have been met and that the University and Major Degree Requirements are understood and followed.

ASSOCIATE OF APPLIED SCIENCE, DIGITAL ART

ADMISSION REQUIREMENTS FOR DEGREE COMPLETION

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

GRADUATION REQUIREMENTS

Students are required to make a presentation of portfolio work before the Digital Art Program Advisory Board in their graduating semester.

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

1. Complete the General University Requirements for associate Degree Programs located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Degree Requirements (15 credits) located at the beginning of this chapter.

B. MAJOR REQUIREMENTS

Complete the following Digital Art Core Courses (21 Credits):

ART A105 Beginning Drawing 3
ART A111 Two-Dimensional Design 3
ART A112 Color Design 3
ART A113 Three- Dimensional Design 3
[ART A213 Beginning Painting 3: Deleted and Moved to electives](#)
ART A257 Digital Art & Design I 3
ART A261 History of Western Art I 3
ART A262 History of Western Art II 3
[JPC A211 Visual Literacy 3: Deleted and Moved to electives](#)

Digital Arts Specialty: Areas of Concentration

A. Digital Photography Concentration ([24 Credits Total](#)):

ART A225 Beginning Photography- Digital 3
ART A228 Art as a Profession 3
ART A323 Color Photography 3
ART A325 Digital Media for Photography 3
ART A367 History of Photography 3

Digital Photography Concentration Electives
(9 Credits Minimum); Suggested Electives:
ART A205 Intermediate Drawing 3
[ART A213 Beginning Painting 3](#)
ART A215 Beginning Printmaking 3
ART A224 Beginning Photography 3
ART A295 [Internship-Digital / Exhibition Environments 1-6](#)
[ART A324 Intermediate Photography 3](#)
BA A166 Small Business Management 3
BA A260 Marketing Practices 3
BA A264 Personal Selling 3
JPC A101 Media and Society 3
JPC A201 Reporting and Writing News 3
[JPC A211 Visual Literacy 3](#)

OR

B. Darkroom/ Digital Concentration ([24 Credits Total](#)):
ART A224 Beginning Photography 3
ART A228 Art as a Profession 3
ART A323 Color Photography 3
ART A324 Intermediate Photography 3
ART A325 Digital Media for Photography 3

Darkroom/ Digital Photography Concentration
Electives (9 credits minimum):
ART A205 Intermediate Drawing 3
[ART A213 Beginning Painting 3](#)
ART A215 Beginning Printmaking 3
ART A225 Beginning Photography- Digital
(recommended) 3
ART A295 [Internship-Digital / Exhibition Environments 1-6](#)
[ART A367 History of Photography 3](#)
BA A166 Small Business Management 3
BA A260 Marketing Practices 3
BA A264 Personal Selling 3
JPC A101 Media and Society 3
JPC A201 Reporting and Writing News 3
[JPC A211 Visual Literacy 3](#)

Total Minimum Credits 60
*Special Note: Program may take longer than two years depending upon
scheduling and availability of classes.*

Summary of proposed changes to the
Associate of Applied Science, Digital Art
KPC ARC / January 2007

Justification: Proposed changes will give students the ability to tailor their curriculum to a variety of career and fine art needs

1. Move the following from Digital Art Core Courses to Digital Art Electives:

- JPC 211 Visual Literacy
- ART 213 Beginning Painting

2. Add the following to electives:

- JPC A101 Media and Society / digital & darkroom concentration
- JPC A201 Reporting and Writing News / digital & darkroom concentration
- BA A166 Small Business Management / digital & darkroom concentration
- BA A260 Marketing Practices / digital & darkroom concentration
- ART A324 Intermediate Photography /digital concentration
- ART A367 History of Photography / darkroom concentration

Note: Art core will be 21 credits (currently 27 credits)
Each concentration will require 24 credits (currently 18)
Electives will be 9 credits (currently 3 credits)
Total number of credits (60) remains the same

3. Changes to Art 295 Internship/Digital Art:

- Title change to: Internship-Digital/Exhibition Environments
- Change Contact hours: from 0+2-6 to 0+3-9 to come into compliance with KPC Cooperative Internship Program
- Change registration restrictions
- Change grade basis from A/F to P/NP
- Change content to include exhibition environments

Two Year Course Offering Plan

Program: Associate of Applied Science in Digital Art- Digital and Darkroom/Dig

Implementation Date Fall 07

Instruction: For each course and semester, enter one of the following:

- The name of the existing full-time faculty member, regular or term, expected to teach the course.
- NFTF for those courses expected to be delivered by new full-time faculty.
- ADJ for those courses expected to be delivered by adjunct faculty.

Course (Prefix and Number)	Course Credits	2007 - 2008			2008 - 2009		
		Fall	Spring	N/A	Fall	Spring	N/A
ART A105	3	Anderson			Anderson		
ART A111	3	Adj			Adj		
ART A112	3		Adj			Adj	
ART A113	3	Adj			Adj		
ART A205	3		Anderson			Anderson	
JPC A211	3					Adj	
ART A213	3	Anderson			Anderson		
ART A215	3				Adj		
ART A224	3	Jones			Jones		
ART A225	3	Jones			Jones		
ART A228	3		Adj			Adj	
ART A257	3		Jones			Jones	
ART A261	3	Adj			Jones		
ART A262	3		Jones			Jones	
ART A295	3		Jones			Jones	
ART A323	3	Jones			Jones		
ART A324	3		Jones			Jones	
ART A325	3		Jones			Jones	
ART A367	3	Jones					

Resource Implication Form

1. School/College CAS/KPC

2. Program/Course Internship-Digital/Exhibition Environments

3. Course Prefix Art

4. Course Number 295

5. Implementation Date Spring 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☒ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☒ additional library resources

\$50

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Full time Art faculty (No added faculty costs) Costs incurred are for Library resources in Exhibition Methods. There are currently no Library resources in this area.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Curriculum Coordination Form

Notification Date: 2/14/07

Initiating unit: KPC

Affected unit(s): UA Dept. of Art & KPC Community Campuses

Course Prefix and Number:

Previous Prefix and Number: none

Complete Course/Program Title: AAS Degree in Digital Art Program

Previous Course/Program Title: same

Description of Action: Changes to Digital Art Program allowing for more elective choice and title and content additions to the 295 Internship- Digital Art Course

Supporting documentation of the proposal is attached.

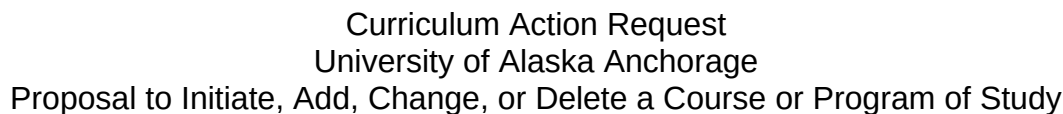
Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



Initiator (faculty only)		Date
☐ Approved ☐ Disapproved:		
Department Chairperson		Date
☐ Approved ☐ Disapproved:		
Curriculum Committee Chairperson		Date

344 Date _____

2006 – 2007 CATALOG

ASSOCIATE OF APPLIED SCIENCE, AVIATION ADMINISTRATION

Program Description and Outcomes

Aviation administrators require knowledge of aircraft operating limitations and performance, weather and atmospheric processes, Federal regulations, and airport operations. The AAS degree in Aviation Administration provides an introduction to administrative duties and requirements as well as the skills necessary to provide administrative support. At the completion of this program, graduates are able to demonstrate:

1. Proficient, entry-level aviation administrative support techniques, procedures, and skills.
2. Knowledge of aviation history, law, and regulations, as well as the aviation industry's social and economic importance.
3. Business management skills in supervision, accounting, and safety.

ADMISSION REQUIREMENTS

Satisfy the Certificate and Associate Degree Program Admission Requirements in chapter 7 of this catalog.

ADVISING

All students must meet with an academic advisor in the ATD prior to beginning any program of study and are encouraged to meet 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. Degree check sheets are available in the Aviation Technology Division office.

GENERAL UNIVERSITY REQUIREMENTS

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

GENERAL COURSE REQUIREMENTS

Complete the Associate of Applied Science, General Course Requirements located at the beginning of this chapter.

MAJOR REQUIREMENTS

1. Complete the following required courses:

ACCT A201	Principles of Financial Accounting	3
AT A100	Private Pilot Ground School	3
AT A102	Introduction to Aviation Technology	3
AT A132	History of Aviation	3
AT A133	Aviation Law and Regulations	3
AT A134	Principles of Aviation Administration	3
AT A233	Aviation Safety	3
AT A235	Elements of Weather	3
CIOA 116	Business Calculations	3
*ECON A201	Principles of Macroeconomics	3
*PHIL A301	Ethics	3
One of the following:		3
CIS A105	Introduction to Personal Computers and Application Software (3)	
CIS A110	Computer Concepts in Business (3)	
One of the following:		3
*BA A151	Introduction to Business (3)	
BA A231	Fundamentals of Supervision (3)	
One of the following:		3
MATH A105	Intermediate Algebra (3)	
MATH A107	College Algebra (3)	
MATH A172	Applied Finite Mathematics (3)	
MATH A272	Applied Calculus (3)	
One Elective Course		3

**Courses may be used to fulfill the Associate of Applied Science, General Degree Requirements.*

2. A total of 60 credits is required for the degree.
3. See the Aviation Technology Division Advisor for appropriate sequence of courses.

PROPOSED CATALOG WORDING (2007 – 2008)

ASSOCIATE OF APPLIED SCIENCE, AVIATION ADMINISTRATION

Program Description and Outcomes

Aviation administrators require knowledge of aircraft operating limitations and performance, weather and atmospheric processes, Federal regulations, and airport operations. The AAS degree in Aviation Administration provides an introduction to administrative duties and requirements as well as the skills necessary to provide administrative support. At the completion of this program, graduates are able to demonstrate:

4. Proficient, entry-level aviation administrative support techniques, procedures, and skills.
5. Knowledge of aviation history, law, and regulations, as well as the aviation industry's social and economic importance.
6. Business management skills in supervision, accounting, and safety.

ADMISSION REQUIREMENTS

Satisfy the Certificate and Associate Degree Program Admission Requirements in chapter 7 of this catalog.

ADVISING

All students must meet with an academic advisor in the ATD prior to beginning any program of study and are encouraged to meet 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. Degree check sheets are available in the Aviation Technology Division office.

GENERAL UNIVERSITY REQUIREMENTS

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

GENERAL COURSE REQUIREMENTS

Complete the Associate of Applied Science, General Course Requirements located at the beginning of this chapter.

MAJOR REQUIREMENTS

1. Complete the following required courses:

ACCT A201	Principles of Financial Accounting	3
AT A100	Private Pilot Ground School	3
AT A102	Introduction to Aviation Technology	3
AT A132	History of Aviation	3
AT A133	Aviation Law and Regulations	3
AT A134	Principles of Aviation Administration	3
AT A233	Aviation Safety	3
AT A235	Elements of Weather	3
*BA A151	Introduction to Business	3
BA A231	Fundamentals of Supervision	3
*ECON A201	Principles of Macroeconomics	3
*PHIL A301	Ethics	3

One of the following: 3

CIS A105	Introduction to Personal Computers and Application Software (3)
CIS A110	Computer Concepts in Business (3)

One of the following: 3-4

MATH A105	Intermediate Algebra (3)
MATH A107	College Algebra (4)
MATH A172	Applied Finite Mathematics (3)
MATH A272	Applied Calculus (3)

One Elective Course 3

**Courses may be used to fulfill the Associate of Applied Science, General University Requirements.*

2. A total of 60-61 credits is required for the degree.
3. See the Aviation Technology Division Advisor for appropriate sequence of courses.

Curriculum Coordination Form

Notification Date: 03/09/2007

Initiating unit: Aviation Technology Division

Affected unit(s): CTC, KPC, KODIAK, MSC, PWS, CBPP, LISTSERV

Course Prefix and Number: N/A Previous Prefix and Number: N/A

Complete Course/Program Title: AAS Degree in Aviation Administration

Previous Course/Program Title: N/A

Description of Action: Require both BA A151 and BA A231 for the degree.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Initiator (faculty only) Date

Department Chairperson Date

Curriculum Committee Chairperson Date

Dean/Director of School/College Date

Undergraduate or Graduate Academic Board Chairperson Date

Provost or Designee Date

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title:

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Cathie Innes-Taylor

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. N/A
2. N/A
3. N/A

Initiator (faculty only)	Date

_____ Approved	
_____ Disapproved:	
Department Chairperson	Date

_____ Approved	
_____ Disapproved:	
Curriculum Committee Chairperson	Date

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

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

_____ Approved	
_____ Disapproved:	
Provost or Designee	Date

Resource Implication Form

1. School/College CTC

2. Program/Course AAS Degree in Aviation Administration

3. Course Prefix N/A

4. Course Number N/A

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☐ Course change

☐ Program addition

☒ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$N/A
☐ new full-time faculty	\$N/A
☐ reassignment of full-time faculty	\$N/A
☐ additional class/lab space	\$N/A
☐ modification of class/lab space	\$N/A
☐ additional library resources	\$N/A
☐ additional computer equipment	\$N/A
☐ other costs	\$N/A

8. Explanation: Require BA A231 for the AAS degree in Aviation Administration.

Initiator (faculty only) Date

Approved

Disapproved: Department Chairperson Date

Approved

Disapproved: Curriculum Committee Chairperson Date

Approved

Disapproved: Dean/Director of School/College Date

Approved

Disapproved: Undergraduate or Graduate Academic Board Chairperson Date

Approved

Disapproved: Provost or Designee Date



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Physics and Astronomy	
2. Course Prefix ASTR	3. Course Number A103	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introductory Astronomy I Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☒ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG ☐ Course Number ☒ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Emailed faculty list-serve and all documents available at http://salt.uaa.alaska.edu/curriculum/ Department, School, or College _____ Initiator Signature _____ Date _____					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☒ Natural Sciences ☐ Integrative Capstone					
16. Course Description Introduction to solar system astronomy; emphasis on most recent results from space research. History of astronomy, instruments, planetary motion, physical properties of planets, satellites, comets, and solar system evolution.					
17a. Course Prerequisite(s) (list prefix and number) NA		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) High school algebra and trigonometry or equivalent			
18. ☐ Mark if course has fees					
19. Justification for Action To align the format of the Introductory Astronomy classes with most other natural science classes at UAA; students will be able to take the lecture component with or without the laboratory.					

Initiator (faculty only) Date

Approved
Disapproved: _____
Department Chairperson Date

Approved
Disapproved: _____
Curriculum Committee Chairperson Date

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

Approved
Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved
Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
Course Content Guide
ASTR 103 Introductory Astronomy I

- I. Date of Initiation** February 27, 2007
- II. Course Information**
- | | |
|--------------------------------------|---|
| A. College: | CAS |
| Department: | Physics & Astronomy |
| B. Course Subject: | ASTR |
| C. Course Number | A103 |
| D. Number of Credits/CEU | 3.0 |
| E. Number of Contact Hours | 3+0 |
| F. Course Title | Introductory Astronomy I |
| G. Grading Basis: | A-F |
| H. Course Description: | Introduction to solar system astronomy; emphasis on most recent results from space research. History of astronomy, instruments, planetary motion, physical properties of planets, satellites, comets, and solar system evolution. |
| I. Course Prerequisite: | N.A. |
| J. Registration Restrictions: | High school algebra and trigonometry or equivalent |
| K. Fees | No |
| L. Implementation Date: | Fall 2007 |
- III. Course Activities**
This course will typically be structured to use a combination of lecture, peer-based instruction, and research-based activities, plus observational exercises if possible.
- IV. Evaluation**
The grading scale is A-F. The student will be evaluated on a weekly basis through quizzes, homework assignments, one or two midterms, and a final exam.
- V. Course Level Justification**
This course is a lower division course usually taken by freshmen and sophomores.
- VI. Outline**
1. Early History of Astronomy, from the Greek to Copernicus and Brahe
 2. Origin of Modern Astronomy, from Kepler and Galileo to Newton
 3. Light and Atoms
 4. Telescopes
 5. Sky and Calendar
 6. Structure and Origin of the Solar System
 7. Our Earth

8. Our Moon
9. The Terrestrial Planets: Mercury, Venus, Mars
10. The Jovian Planets: Jupiter, Saturn, Uranus, Neptune
11. Rings and Moons
12. Pluto and the Kuiper Belt
13. Extrasolar Planets: New Solar Systems
14. Comets and the Oort Cloud
15. Meteorites and Asteroids

VII. Instructional Goals and Student Outcomes

A. Instructional Goals.

1. To provide the student with an in-depth understanding of the fundamental concepts of classical astronomy, with emphasis on techniques and problems in solar system astronomy.
2. To provide the student with information on historical astronomy, gravitation, light, optical instruments, the theories of the origin and development of the Solar System, and an in-depth survey of each major planet in the solar system with a strong emphasis on recent space astronomy results.
3. To apply these concepts and perspectives to an analysis of case studies from modern astronomy research.

B. Student Outcomes. The student will demonstrate the ability to:

Student Outcomes

Define and explain the basic terms and concepts used in analysis of problems in solar system astronomy.

Demonstrate an ability to use the procedures and techniques of basic solar system astronomy in solving typical problems in the field.

Identify ways in which astronomy has advanced the understanding of important natural processes.

Assessment Procedures

Objective exams, homework, in-class tutorials, and optional student presentations.

Objective exams, homework, in-class tutorials, and optional student presentations.

Objective exams, homework, in-class tutorials, and optional student presentations.

VIII. Suggested Texts (at option of instructor)

Arny, Thomas. Explorations – An Introduction to Astronomy. 4th ed. New York, NY: McGraw-Hill, 2006.

Bennett, Jeffrey. The Cosmic Perspective. 4th ed. San Francisco, CA: Addison Wesley, 2005.

Pasachoff, Jay. Astronomy: From the Earth to the Universe. 6th ed. Belmont, CA: Brooks/Cole, 2001.

IX. Bibliography and Resources

Hartmann, William K. Moons & Planets. 5th ed. Belmont, CA: Brooks/Cole, 2005.

Reddy, Francis, & Walz-Chojnacki, Greg. Celestial Delights: The Best Astronomical Events Through 2010. Berkeley, CA: Celestial Arts, 2002.

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s):

Course Prefix and Number: ASTR A103

Previous Prefix and Number: ASTR

A103

Complete Course/Program Title: Introductory Astronomy I

Previous Course/Program Title: Introductory Astronomy I

Description of Action: Change the number of credits from 4 to 3 and the contact hours from (3+3) to (3+0). Simultaneously, a separate CCF and CAR is handed in to reflect the addition of ASTR A103L which picks up the 1 credit and the 3 lab credit hours.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ASTR A103 Introductory Astronomy I

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. N.A.

- 2.

- 3.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix ASTR

4. Course Number A103

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☒ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: No additional costs will be incurred. This action separates a lab component from a lecture; both lecture and lab currently exist as a 3+3 contact hour, 4 credit course.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Physics and Astronomy	
2. Course Prefix ASTR	3. Course Number A103L	4. Previous Course Prefix & Number		5a. Credits/CEU 1	5b. Contact Hours (Lecture + Lab) (0+3)
6. Complete Course/Program Title Introductory Astronomy I Lab Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Emailed faculty list-serve and all documents available at http://salt.uaa.alaska.edu/curriculum/ Department, School, or College Initiator Signature _____ Date _____					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☒ Natural Sciences ☐ Integrative Capstone					
16. Course Description Introductory astronomy laboratory with experiments in basic observational methods and data analysis applicable to the study of the solar system.					
17a. Course Prerequisite(s) (list prefix and number) ASTR A103 or concurrent enrollment		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) High school algebra and trigonometry or equivalent			
18. ☒ Mark if course has fees					
19. Justification for Action To align the format of the Introductory Astronomy classes with most other natural science classes at UAA; students will be able to take the lecture component with or without the lab.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
Course Content Guide
ASTR A103L Introductory Astronomy I Lab

- I. Date of Initiation** February 27, 2007
- II. Course Information**
- | | |
|--------------------------------------|--|
| A. College: | CAS |
| Department: | Physics & Astronomy |
| B. Course Subject: | ASTR |
| C. Course Number | A103L |
| D. Number of Credits/CEU | 1.0 |
| E. Number of Contact Hours | 0+3 |
| F. Course Title | Introductory Astronomy I Lab |
| G. Grading Basis: | A-F |
| H. Course Description: | Introductory astronomy laboratory with experiments in basic observational methods and data analysis applicable to the study of the solar system. |
| I. Course Prerequisite: | ASTR A103 or concurrent enrollment |
| J. Registration Restrictions: | High school algebra and trigonometry or equivalent. |
| K. Fees | Yes |
| L. Implementation Date: | Fall 2007 |
- III. Course Activities**
Standard laboratory class. Students will carry out assigned experimental procedures in a combination laboratory and outdoors (weather permitting) environment using lab equipment, research data, and/or computer simulations.
- IV. Evaluation**
The grading scale is A-F. The student will be evaluated on a weekly basis through their preparatory work for labs, their participation and level of completion of the labs and a lab final.
- V. Course Level Justification**
This course is a lower division course usually taken by freshmen and sophomores.
- VI. Outline**
Specific labs depend on each campus' availability of lab equipment.
Observational Labs:
1. Using a starfinder
 2. Identifying constellations
 3. Locating celestial objects with a coordinate grid
 4. Determining the Earth's rotational rate using the Foucault pendulum
 5. Phases of Earth's moon
 6. Mapping the Moon
 7. Observing Jupiter's large moons and Kepler's Third Law

Classroom Labs:

1. Orbital elements
2. Optics
3. Understanding the function of and using telescopes
4. Atomic spectra
5. Measuring the emission lines of Hydrogen and Helium
6. Using the Doppler shift to find extrasolar planets
7. Radar measurements to Mercury
8. Determining the orbit of Mercury
9. Lunar Features and Mountain Heights
10. Plotting planet orbits and determining retrograde motion
11. Orbit determination from observations
12. Parallax
13. Determining the distance to planets from their retrograde motion

VII. Instructional Goals and Student Outcomes

A. Instructional Goals

1. To provide the student with weekly laboratory work to reinforce and give hands-on experience with most of the primary topics covered in the lecture.
2. To provide the student with the opportunity to handle optical instruments, primarily telescopes.
3. To provide the student with techniques and equipment useful in the study of astronomical phenomena.

B. Student Outcomes. The student will demonstrate the ability to:

Student Outcomes

Work with the tools used in making basic astronomical observations.

Make basic observations of astronomical phenomena, create reliable observation records, and analyze data collected in experiments.

Identify ways in which their own astronomical observations or calculations have advanced their understanding of important natural processes.

Assessment Procedures

Written lab reports, exams, optional student presentations, observation of performance in lab.

Written lab reports, exams, optional student presentations, observation of performance in lab.

Written lab reports, exams, optional student presentations, observation of performance in lab.

VIII. Suggested Texts (at option of instructor)

Hoff, Darrel, & Wilkerson, Jeffrey. Contemporary Activities in Astronomy. 3rd ed. Dubuque, IA: Kendall/Hunt, 2007.

Seeds, Michael, & Holzinger, Joseph. Student Observation Guide with Laboratory Exercises. Englewood Cliffs, NJ: Prentice Hall, 1995.

IX. Bibliography and Resources

Burnham, Robert. A Guide to Backyard Astronomy. San Francisco, CA: Fog City Press, 1997.

Sanford, John. Observing the Constellations. New York, NY: Simon & Schuster, 1990.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ASTR A103L Introductory Astronomy I Lab

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. N.A.

- 2.

- 3.

Initiator signature

MEMO TO: Accounting & Enrollment Services subj: **LAB FEE REQUEST**

DEPARTMENT FROM: Physics and Astronomy

Course & Title: ASTR A103L Introductory Astronomy I Lab

Year: 2007 Section: Spring 001- Summer 301- Fall all sections

Lab Fee Account Number: 11055 104110
Org. Obj. Fund

Current Lab Fee	Requested Action	Total Lab Fee
\$ _____	Initiate - Increase - Decrease - Delete (Please Circle One) \$ _____ 50	\$ _____ 50

Justification: There has always been a lab fee attached to ASTR A103 to provide for the associated lab ASTR A103L. Since the lab is being created as a separate class, the fee is being dropped from ASTR A103 and initiated for the new ASTR A103L. laboratory. There is continuous need for funds to replace damaged equipment, purchase new apparatus, keep software license fees paid up to date, maintain electronics (printers, scanners, etc.). In the table are some sample annual costs. All labs share use of common equipment between physics and astronomy experiments. Average annual costs total over \$25,000.

Justification Worksheet: Materials/Supplies Used (list each item separately)

Item Description		Annual Cost
1.	replacement computer interfaces (two annually)	\$1,600
2.	replacement electronic tubes (two annually)	\$1,800
3.	software license annual renewal fees	\$1,600
4.	replacement of out-dated or damaged equipment	\$12,000
5.	new experiments (varies year to year)	\$5000 -\$10,000
6.	consumables (thermometers, clamps, etc.)	\$1,000
7.		
8.		
9.		
10.		

Total Cost avg \$25,500 / 480/year = \$53
Anticipated Enrollment Cost Per Student

Department Chair's Signature Date

Recommended Disapproved
Associate Dean, CAS Date

Recommended Disapproved
Dean, CAS Date

Approved Disapproved
Provost Date

cc: Accounting Services
CAS Budget Office
Enrollment Services
Department Administrative Assistant/Secretary

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix ASTR

4. Course Number A103L

5. Implementation Date Fall 2007

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: No additional costs will be incurred. This action separates a lab component from a lecture; both lecture and lab currently exist as a 3+3 contact hour, 4 credit course.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s):

Course Prefix and Number: ASTR A103L

Previous Prefix and Number:

Complete Course/Program Title: Introductory Astronomy I Lab

Previous Course/Program Title:

Description of Action: ASTR A103L is a new lab course (0+3) for 1 credit which accompanies Introductory Astronomy I (ASTR A103). ASTR A103 is being changed to (3+0) for 3 credits.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Physics and Astronomy	
2. Course Prefix ASTR	3. Course Number A104	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introductory Astronomy II Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☒ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG ☐ Course Number ☒ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Emailed faculty list-serve and all documents available at http://salt.uaa.alaska.edu/curriculum/ Department, School, or College Initiator Signature Date					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☒ Natural Sciences ☐ Integrative Capstone					
16. Course Description Introduction to solar, stellar, galactic, extragalactic astronomy. Stars, clusters, galaxies, stellar evolution, the universe as a whole, and cosmology. Special note: May be taken out of sequence, but not recommended.					
17a. Course Prerequisite(s) (list prefix and number) ASTR A103		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action To align the format of the Introductory Astronomy classes with most other natural science classes at UAA; students will be able to take just the lecture without the laboratory.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
Course Content Guide
ASTR 104 Introductory Astronomy II

- I. Date of Initiation** February 27, 2007
- II. Course Information**
- | | |
|-----------------------------------|---|
| A. College: | CAS |
| Department: | Physics & Astronomy |
| B. Course Subject: | ASTR |
| C. Course Number | A104 |
| D. Number of Credits/CEU | 3.0 |
| E. Number of Contact Hours | 3+0 |
| F. Course Title | Introductory Astronomy II |
| G. Grading Basis: | A-F |
| H. Course Description: | Introduction to solar, stellar, galactic, extragalactic astronomy. Stars, clusters, galaxies, stellar evolution, the universe as a whole, and cosmology. Special note: May be taken out of sequence, but not recommended. |
| I. Course Prerequisite: | ASTR A103 |
| J. Fees | No |
| K. Implementation Date: | Fall 2007 |
- III. Course Activities**
This course will typically be structured to use a combination of lecture, peer-based instruction, and research-based activities, plus observational exercises if possible.
- IV. Evaluation**
The grading scale is A-F. The student will be evaluated on a weekly basis through quizzes, homework assignments, one or two midterms and a final exam.
- V. Course Level Justification**
This course is a lower division course usually taken by freshmen and sophomores.
- VI. Outline**
1. Light and Atoms
 2. Telescopes
 3. Our Star, the Sun
 4. Stars and their Spectra
 5. Stellar Distances and Motions
 6. Doubles, Variables and Clusters
 7. The Interstellar Medium
 8. Birth, Youth and Middle Age of Stars
 9. Aging and Death of Solar-like Stars
 10. Aging and Death of Heavy Stars: Supernovae
 11. Pulsars and Neutrons Stars
 12. Black Holes

13. Our Galaxy, the Milky Way
14. Galaxies
15. Quasars
16. Cosmology

VII. Instructional Goals and Student Outcomes

A. Instructional Goals.

1. To provide the student with an in-depth understanding of the fundamental concepts of classical astronomy, with emphasis on techniques and problems in stellar astronomy, galactic and extragalactic astronomy, and cosmology.
2. To provide the student with information on historical aspects of the major areas of stellar astronomy, and a survey of the major ideas encountered in cosmology, with a strong emphasis on recent results from space research.
3. To apply these concepts and perspectives to an analysis of case studies from modern astronomy research.

B. Student Outcomes. The student will demonstrate the ability to:

Student Outcomes

Define and explain the basic terms and concepts used in stellar, galactic, extragalactic astronomy, and cosmology.

Use the procedures and techniques of basic stellar/galactic/extragalactic astronomy and cosmology in solving typical problems in the field. Identify ways in which this area of astronomy has advanced the understanding of important natural processes.

Assessment Procedures

Objective exams, homework, in-class tutorials, and optional student presentations.

Objective exams, homework, in-class tutorials, and optional student presentations.

Objective exams, homework, in-class tutorials, and optional student presentations.

VIII. Suggested Texts (at option of instructor)

Army, Thomas. Explorations – An Introduction to Astronomy. 4th ed. New York, NY: McGraw-Hill, 2006.

Bennett, Jeffrey. The Cosmic Perspective. 4th ed. San Francisco, CA: Addison Wesley, 2005.

Pasachoff, Jay. Astronomy: From the Earth to the Universe. 6th ed. Belmont, CA: Brooks/Cole, 2001.

IX. Bibliography and Resources

Bahcall, John, & Ostriker, Jeremiah. Unsolved Problems in Astrophysics. Princeton, NJ: Princeton University Press, 1997.

Kaler, James. Stars and Their Spectra. New York, NY: Cambridge University Press, 1997.

Ostlie, Dale & Carroll, Bradley. An Introduction to Modern Stellar Astrophysics. 2nd ed. San Francisco, CA: Addison Wesley, 2006.

Zeilik, Michael, & Gregory, Stephen. Introductory Astronomy & Astrophysics. 4th ed. Belmont, CA: Brooks/Cole, 1997.

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix ASTR

4. Course Number A104

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☒ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: No additional costs will be incurred. This action separates a lab component from a lecture; both lecture and lab currently exist as a 3+3 contact hour, 4 credit course.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ASTR A104 Introductory Astronomy II

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. N.A.

2.

3.

Initiator signature

MEMO TO: Accounting & Enrollment Services subj: LAB FEE REQUEST

DEPARTMENT FROM: Physics and Astronomy

Course & Title: ASTR A104 Introductory Astronomy II

Year: 2007 Section: Spring 001- Summer 301- Fall all sections

Lab Fee Account Number: 11055 104110
Org. Obj. Fund

Current Lab Fee	Requested Action	Total Lab Fee
\$ 45	Initiate - Increase - Decrease - Delete (Please Circle One) \$ 45	\$ 0

Justification: There has always been a lab fee attached to ASTR A104 to provide for the associated lab ASTR A104L. Since the lab is being created as a separate class, the fee is being dropped from ASTR A104 and initiated for the new ASTR A104L.

Justification Worksheet: Materials/Supplies Used (list each item separately)

Item Description	Annual Cost
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Total Cost / Anticipated Enrollment = Cost Per Student

Department Chair's Signature Date

Recommended Disapproved Associate Dean, CAS Date

Recommended Disapproved Dean, CAS Date

Approved Disapproved Provost Date

cc: Accounting Services
CAS Budget Office
Enrollment Services
Department Administrative Assistant/Secretary

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s):

Course Prefix and Number: ASTR A104
A104

Previous Prefix and Number: ASTR

Complete Course/Program Title: Introductory Astronomy II

Previous Course/Program Title: Introductory Astronomy II

Description of Action: Change the number of credits from 4 to 3 and the contact hours from (3+3) to (3+0). Simultaneously, a separate CCF and CAR is handed in to reflect the addition of ASTR A104L which picks up the 1 credit and the 3 lab credit hours.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Physics and Astronomy	
2. Course Prefix ASTR	3. Course Number A104L	4. Previous Course Prefix & Number		5a. Credits/CEU 1	5b. Contact Hours (Lecture + Lab) (0+3)
6. Complete Course/Program Title Introductory Astronomy II Lab Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Emailed faculty list-serve and all documents available at http://salt.uaa.alaska.edu/curriculum/ Department, School, or College Initiator Signature _____ Date _____					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☒ Natural Sciences ☐ Integrative Capstone					
16. Course Description Introductory astronomy laboratory with experiments in basic observational methods and data analysis applicable to the study of the Sun, stellar, galactic, and extragalactic astronomy. Special note: May be taken out of sequence, but not recommended.					
17a. Course Prerequisite(s) (list prefix and number) ASTR A104 or concurrent enrollment		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) .			
18. ☒ Mark if course has fees					
19. Justification for Action To align the format of the Introductory Astronomy classes with most other natural science classes at UAA; students will be able to take the lecture component with or without the lab.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
Course Content Guide
ASTR A104L Introductory Astronomy II Lab

- I. Date of Initiation** February 27, 2007
- II. Course Information**
- | | |
|-----------------------------------|--|
| A. College: | CAS |
| Department: | Physics & Astronomy |
| B. Course Subject: | ASTR |
| C. Course Number | A104L |
| D. Number of Credits/CEU | 1.0 |
| E. Number of Contact Hours | 0+3 |
| F. Course Title | Introductory Astronomy II Lab |
| G. Grading Basis: | A-F |
| H. Course Description: | Introductory astronomy laboratory with experiments in basic observational methods and data analysis applicable to the study of the Sun, stellar, galactic, and extragalactic astronomy. Special note: May be taken out of sequence, but not recommended. |
| I. Course Prerequisite: | ASTR A104 or concurrent enrollment |
| J. Fees | Yes |
| K. Implementation Date: | Fall 2007 |
- III. Course Activities**
Standard laboratory class. Students will carry out assigned experimental procedures in a combination laboratory and outdoors (weather permitting) environment using lab equipment, research data, and/or computer simulations.
- IV. Evaluation**
The grading scale is A-F. The student will be evaluated on a weekly basis through their preparatory work for labs, their participation and level of completion of the labs and a lab final.
- V. Course Level Justification**
This course is a lower division course usually taken by freshmen and sophomores.
- VI. Outline**
Specific labs depend on each campus' availability of lab equipment.
Observational Labs:
1. Using a starfinder
 2. Identifying constellations
 3. Locating celestial objects with a coordinate grid
 4. Sunspots and the determination of the solar rotational period
 5. Star colors and temperatures

6. Variable stars: Algol and Delta Cephei
7. Deep sky objects

Classroom Labs:

1. Orbital elements
2. Optics
3. Understanding the function of and using telescopes
4. Atomic spectra
5. Measuring the emission lines of Hydrogen and Helium
6. Spectral Classification
7. Photometry and Spectroscopy
8. Pleiades: age and distance of a star cluster using spectroscopic and photometric data
9. Parallax
10. Hyades: distance determination from proper motion data
11. Analyzing HR-diagrams of star clusters
12. Flow of energy out of the Sun
13. Using the Doppler shift to determine the orbits of binary stars

VII. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will present:

1. Weekly laboratory work to reinforce and give hands-on experience with most of the primary topics covered in the lecture.
2. The opportunity to handle optical instruments, primarily telescopes.
3. Techniques and equipment useful in the study of astronomical phenomena.

B. Student Outcomes. The student will demonstrate the ability to:

Student Outcomes

Work with the tools used in making basic astronomical observations.

Make basic observations of astronomical phenomena, create reliable observation records, and analyze data collected in experiments.

Identify ways in which their own astronomical observations have advanced their understanding of important natural processes.

Assessment Procedures

Written lab reports, exams, optional student presentations, observation of performance in lab.

Written lab reports, exams, optional student presentations, observation of performance in lab.

Written lab reports, exams, optional student presentations, observation of performance in lab.

VIII. Suggested Texts (at option of instructor)

Hoff, Darrel, & Wilkerson, Jeffrey. Contemporary Activities in Astronomy. 3rd ed. Dubuque, IA: Kendall/Hunt, 2007.

Seeds, Michael, & Holzinger, Joseph. Student Observation Guide with Laboratory Exercises. Englewood Cliffs, NJ: Prentice Hall, 1995.

IX. Bibliography and Resources

Burnham, Robert. A Guide to Backyard Astronomy. San Francisco, CA: Fog City Press, 1997.

Levy, David. A Guide to Skywatching. San Francisco, CA: Fog City Press, 2002.

Reddy, Francis, & Walz-Chojnacki, Greg. Celestial Delights: The Best Astronomical Events Through 2010. Berkeley, CA: Celestial Arts, 2002.

Sanford, John. Observing the Constellations. New York, NY: Simon & Schuster, 1990.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: ASTR A104L Introductory Astronomy II Lab

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. N.A.

- 2.

- 3.

Initiator signature

MEMO TO: Accounting & Enrollment Services subj: **LAB FEE REQUEST**

DEPARTMENT FROM: Physics and Astronomy

Course & Title: ASTR A104L Introductory Astronomy II Lab

Year: 2007 Section: Spring 001- Summer 301- Fall all sections

Lab Fee Account Number: 11055 104110
Org. Obj. Fund

Current Lab Fee	Requested Action	Total Lab Fee
\$ _____	Initiate - Increase - Decrease - Delete (Please Circle One) \$ _____ 50	\$ _____ 50

Justification: There has always been a lab fee attached to ASTR A104 to provide for the associated lab ASTR A104L. Since the lab is being created as a separate class, the fee is being dropped from ASTR A104 and initiated for the new ASTR A104L. laboratory. There is continuous need for funds to replace damaged equipment, purchase new apparatus, keep software license fees paid up to date, maintain electronics (printers, scanners, etc.). In the table are some sample annual costs. All labs share use of common equipment between physics and astronomy experiments. Average annual costs total over \$25,000.

Justification Worksheet: Materials/Supplies Used (list each item separately)

Item Description		Annual Cost
1.	replacement computer interfaces (two annually)	\$1,600
2.	replacement electronic tubes (two annually)	\$1,800
3.	software license annual renewal fees	\$1,600
4.	replacement of out-dated or damaged equipment	\$12,000
5.	new experiments (varies year to year)	\$5000 -\$10,000
6.	consumables (thermometers, clamps, etc.)	\$1,000
7.		
8.		
9.		
10.		

Total Cost avg. \$25,500 / 480/year = \$53
Anticipated Enrollment Cost Per Student

Department Chair's Signature Date

Recommended Disapproved
Associate Dean, CAS Date

Recommended Disapproved
Dean, CAS Date

Approved Disapproved
Provost Date

cc: Accounting Services
CAS Budget Office
Enrollment Services
Department Administrative Assistant/Secretary

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix ASTR

4. Course Number A104L

5. Implementation Date Fall 2007

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: No additional costs will be incurred. This action separates a lab component from a lecture; both lecture and lab currently exist as a 3+3 contact hour, 4 credit course.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s):

Course Prefix and Number: ASTR A104L

Previous Prefix and Number:

Complete Course/Program Title: Introductory Astronomy II Lab

Previous Course/Program Title:

Description of Action: ASTR A104L is a new lab course (0+3) for 1 credit which accompanies Introductory Astronomy II (ASTR A104). ASTR A104 is being changed to (3+0) for 3 credits.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Physics and Astronomy	
2. Course Prefix PHYS	3. Course Number A123	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Basic Physics I Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☐ Program ☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course BA: Biology, BS: Aviation Technology, Biology, Computer Science, Geology, Geomatics, Natural Science AAS: Computer Electronics, Construction Management, Geomatics, Industrial Process Instrumentation, Process Technology, Professional Piloting					
14. Coordinate with Affected Units: Aviation, Biology, Comp Sci, Const. Management, Geology, Geomatics, Indust. Proc. Instr., Process Technology. Emailed faculty list-serve and all documents available at http://salt.uaa.alaska.edu/curriculum . Department, School, or College _____ Initiator Signature _____ Date _____					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☒ Natural Sciences ☐ Integrative Capstone					
16. Course Description Non-calculus introduction to mechanics, fluids, and thermodynamics. Emphasizes motion, forces, gravitation, fluid motion, and laws of thermodynamics. Limited emphasis on historical development of physics.					
17a. Course Prerequisite(s) (list prefix and number) MATH A105		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) High school trigonometry			
18. ☐ Mark if course has fees					
19. Justification for Action Periodic review and rewrite of course content guide.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
PHYS 123 Basic Physics I

I. Initiation Date: February 27, 2007

II. Course Information

A.	College:	College of Arts and Sciences
	Department:	Physics and Astronomy
B.	Course Subject	PHYS
C.	Course Number:	A123
D.	Number of Credits/CEU:	3.0
E.	Number of Contact Hours:	3+0
F.	Course Title:	Basic Physics I
G.	Grading Basis:	A-F
H.	Course Description:	Non-calculus introduction to mechanics, fluids, and thermodynamics. Emphasizes motion, forces, gravitation, fluid motion, and laws of thermodynamics. Limited emphasis on historical development of physics.
I.	Course Prerequisite:	MATH A105
J.	Registration Restrictions:	High school trigonometry
K.	Status of course relative to degree or certificate programs:	BA: Biology BS: Aviation Technology, Biology, Computer Science, Geology, Geomatics, Natural Science AAS: Computer Electronics, Construction Management, Geomatics, Industrial Process Instrumentation, Process Technology, Professional Piloting
L.	Fees:	No
M.	Coordination:	Aviation, Biology, Computer Science, Construction Management, Geology, Geomatics, Industrial Process Instrumentation, Process Technology
N.	Implementation Date:	Fall 2007

III. Course Activities

Standard lecture class. Mainly lectures and demonstrations by instructor.

IV. Evaluation

Evaluation will be primarily by regular, in class exams. At the discretion of the instructor, graded homework and/or quizzes may also be utilized.

V. Course Level Justification

This is a traditional freshman level class throughout the country. The prerequisites are consistent with the 100 level classification.

VI. Outline

A. Mechanics

1. Motion in one Dimension
2. Multi-Dimensional Motion
3. Newton's Laws and Applications
4. Work, Energy, and Power
5. Momentum and Applications
6. Rotational/Angular Motion
7. Solid and Fluids

B. Thermodynamics

1. Temperature versus Heat
2. Thermal Properties of Matter
3. Gas Laws
4. Laws of Thermodynamics

VII. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

1. Present important underlying laws and assumptions of basic mechanics and thermodynamics.
2. Present the general methods for analyzing physical situations and developing logical solutions to specific questions involving mechanics and thermodynamics through the mechanism of various specific problems.
3. Present, in a limited way, the scientific ideas of the course in an historical context.

B. Student Outcomes. The students will demonstrate:

Student Outcomes

The ability to answer conceptual questions involving mechanics and thermodynamics.

The ability to start with a set of observations and/or data, convert these to a mathematical expression, and solve this expression for a specific solution to a given question.

The ability to identify certain important concepts of nature discovered by physicists (such as the "clockwork universe") and the impact of these concepts in advancing understanding of important natural processes.

Assessment Procedures

Objective exams with possible quizzes and/or graded homework at instructor's option.

Objective exams with possible quizzes and/or graded homework at instructor's option.

Objective exams with possible quizzes and/or graded homework at instructor's option.

VIII. Suggested Texts (at option of instructor)

Serway/Faughn, College Physics, seventh edition. Belmont, CA: Thomson Brooks/Cole, 2006.

Giancoli, Physics, sixth edition. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.
Bueche-Jerde, Principles of Physics, custom (sixth) edition. New York, NY: McGraw Hill, 2002.

Young & Geller, College Physics, 8th edition. San Francisco, CA: Addison Wesley, 2006.

Cutnell & Johnson, Physics, sixth edition. Hoboken, NJ: John Wiley & Sons, 2004.

IX. Bibliography and Resources

Mazur, Peer Instruction. Upper Saddle River, NJ: Prentice Hall, 1997.

Knight, Five Easy Lessons. Sansome, CA: Addison Wesley, 2002.

O'Kuma, Maloney, Hieggelke, Ranking Task Exercises in Physics. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.

Asimov, Biographical Encyclopedia of Science & Technology, revised edition. New York, NY: Avon Books, 1972.

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s): Aviation, Biology, Comp Sci, Const. Management, Geology, Geomatics, Indust. Proc. Instr., Process Technology

Course Prefix and Number: PHYS A123

Previous Prefix and Number:

Complete Course/Program Title: Basic Physics I

Previous Course/Program Title:

Description of Action: PHYS A123 is an existing course; its CCG is being updated.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: PHYS A123, Basic Physics I

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

Library holdings are adequate for this course.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix PHYS

4. Course Number A123

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Updating CCG only; no resource implications..

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

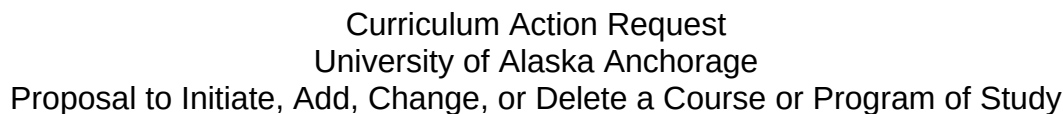
Date

_____ Approved

_____ Disapproved

Provost

Date



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____
____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

University of Alaska Anchorage
Course Content Guide
PHYS A123L Basic Physics I Laboratory

I. Initiation Date: February 27, 2007

II. Course Information

A.	College:	College of Arts and Sciences
	Department:	Physics and Astronomy
B.	Course Subject:	PHYS
C.	Course Number:	A123L
D.	Number of Credits/CEU:	1.0
E.	Number of Contact Hours:	0+3
F.	Course Title:	Basic Physics I Laboratory
G.	Grading Basis:	A-F
H.	Course Description:	Introductory physics laboratory, with experiments in mechanics, fluids, and thermodynamics.
I.	Course Prerequisites:	MATH A105 and (PHYS A123 or concurrent enrollment)
J.	Registration Restriction:	High school trigonometry
K.	Status of course relative to degree or certificate programs:	BA: Biology BS: Aviation Technology, Biology, Computer Science, Geology, Geomatics, Natural Science AAS: Computer Electronics, Construction Management, Geomatics, Industrial Process Instrumentation, Process Technology, Professional Piloting
L.	Fees:	Yes
M.	Coordination:	Aviation, Biology, Computer Science, Construction Management, Geology, Geomatics, Industrial Process Instrumentation, Process Technology
N.	Implementation Date:	Fall 2007

III. Course Level Justification

Basic Physics is a traditional freshman level class throughout the country. The prerequisites are consistent with the 100 level classifications.

IV. Outline of Typical Experiments

A general set of guidelines for typical laboratory experiments is given below. This list may be changed based on equipment available or the development of new experimental techniques. In general, a total of twelve to thirteen experiments will be done per semester.

1. Introduction to Computer Data Collection Software
2. Method of Least Squares
3. Vectors
4. Straight Line Motion at Constant Speed
5. Uniformly Accelerated Motion, Part 1
6. Uniformly Accelerated Motion, Part 2
7. Atwood Machine

8. Kinetic Energy – Work Theorem
9. Collisions
10. Ballistic Pendulum
11. Static Equilibrium
12. Archimedes Principle
13. Thermal Coefficient of Linear Expansion
14. Mechanical Equivalent of Heat

V. Instructional Goals and Defined Outcomes

Instructional Goals:

1. The use of computer software and hardware for the purpose of data collection and analysis should help the student identify ways in which science has advanced the understanding of basic but important natural processes; for example; motion, electricity and magnetism.
2. The laboratory experience should help the student in their abilities to reason mathematically, and analyze quantitative and qualitative data competently to reach reasonable and sound conclusions.
3. Students should be able to present experimental goals, data, and analysis of the data in some form of effective verbal or written communication; for example an oral presentation or a written laboratory report.

To accomplish the instructional goals outlined above the following student outcomes and assessment procedures have been established:

Outcomes and Assessment Measures

Student Outcomes	Assessment Procedures
Demonstrate the ability to work with the tools provided in the laboratory to obtain reliable experimental data.	Any combination of the following: Lab reports, quizzes, exams, oral presentations and performance in conducting experiments.
Demonstrate the ability to critically observe experimental processes and accurately record and analyze quantitative data to reach sound conclusions using mathematically correct reasoning.	Any combination of the following: Lab reports, quizzes, exams, oral presentations and performance in conducting experiments..

VI. Suggested Texts (at option of instructor)

In house lab manual

Edmonds, D. S. (1993), Cioffari's Experiments in College Physics, (Heath)

Wilson, J. D., and Hernandez, C. A., (2005), Physics Laboratory Experiments, (Houghton Mifflin)

VII. Bibliography and Resources

For equipment and supplies:

Pasco Scientific (<http://www.pasco.com>).

Sargent Welch (<http://www.sargentwelch.com>)

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s): Aviation, Biology, Comp Sci, Const. Management, Geology, Geomatics, Indust. Proc. Instr., Process Technology

Course Prefix and Number: PHYS A123L

Previous Prefix and Number:

Complete Course/Program Title: Basic Physics I Laboratory

Previous Course/Program Title:

Description of Action: PHYS A123L is an existing course; its CCG is being updated.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

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Standard 5.A - Purpose and Scope

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Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: PHYS A123L, Basic Physics I Laboratory

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

Library holdings are adequate for this course.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix PHYS

4. Course Number A123L

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Updating CCG only. No resource implications.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

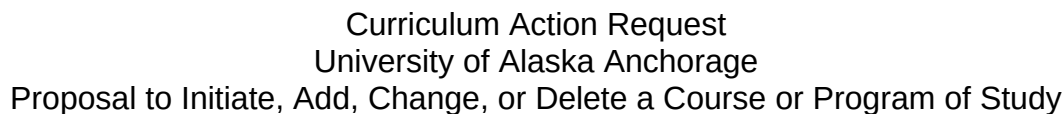
Date

_____ Approved

_____ Disapproved

Provost

Date



_____ Approved _____ Disapproved: _____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

University of Alaska Anchorage
Course Content Guide
PHYS 124 Basic Physics II

- I. Date of Initiation** February 27, 2007
- II. Course Information**
- | | |
|--|---|
| A. College: | CAS |
| Department: | Physics & Astronomy |
| B. Course Subject: | PHYS |
| C. Course Number | A124 |
| D. Number of Credits/CEU | 3.0 |
| E. Number of Contact Hours | 3+0 |
| F. Course Title | Basic Physics II |
| G. Grading Basis: | A-F |
| H. Course Description: | Non-calculus introduction to electricity and magnetism, waves, optics, light, some modern and nuclear physics. Limited emphasis on historical development of physics. |
| I. Course Prerequisite: | PHYS A123 with minimum grade of C |
| J. Status of course relative to degree or certificate programs: | BA: Biology
BS: Biology, Computer Science, Geology, Geomatics, Natural Science
AAS: Computer Science |
| K. Fees | No |
| L. Coordination: | Biology, Computer Electronics, Computer Science, Geology, Geomatics |
| M. Implementation Date: | Fall 2007 |
- III. Course Activities**
Standard lecture class. Mainly lectures and demonstrations by instructor.
- IV. Evaluation**
Evaluation will be primarily by regular, in class exams. At the discretion of the instructor, graded homework and/or quizzes may be utilized also.
- V. Course Level Justification**
This is a traditional freshman level class throughout the country. The prerequisites are consistent with the 100 level classification.
- VI. Outline**
- A. Vibrations and Waves
 - 1. Simple Harmonic Motion

2. The Periodic Wave
3. Sound
4. Interference
- B. Electricity and Magnetism
 1. Electric Charge
 2. Coulomb's Law and the Electric Field
 3. Electric Potential
 4. Ohm's Law and Resistive Circuitry (DC and AC)
 5. Capacitive Circuitry
 6. The Magnetic Field and Ampere's Law
 7. Magnetic Force on Charge
 8. Magnetic Flux, Faraday's Law, and Lenz's Law
 9. Electromagnetic Devices
- C. Light and Optics
 1. Wave versus Particle Models
 2. The EM Wave and Wave Optics
 3. Geometrical Optics and Optical Instruments
- D. Modern Physics (optional as time permits)
 1. Elementary Special Relativity
 2. Simple Quantum Mechanics
 3. Basic Nuclear Concepts and Techniques

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals: The instructor will:

1. Present important and underlying laws and assumptions of basic vibratory motion, waves, electricity, magnetism, and optics.
2. Present the general methods for analyzing physical situations and developing logical solutions to specific questions involving basic vibratory motion, waves, electricity, magnetism, and optics through the mechanism of various specific problems.
3. Present, in a limited way, the scientific ideas of the course in an historical context.

B. Defined Outcomes. The student will demonstrate:

Student Outcomes

The ability to answer conceptual questions involving basic vibratory motion, waves, electricity, magnetism, and optics.

The ability to start with a set of observations and/or data, convert these to a mathematical expression, and solve this expression for a specific solution to a given question.

The ability to identify certain important concepts of nature discovered by physicists (such as electromagnetic fields) and the impact of these concepts in advancing understanding of important natural processes.

Assessment Procedures

Objective exams with possible quizzes and/or graded homework at instructor's option.

Objective exams with possible quizzes and/or graded homework at instructor's option.

Objective exams with possible quizzes and/or graded homework at instructor's option.

VIII. Suggested Texts (at option of instructor)

Serway/Faughn, College Physics, seventh edition. Belmont, CA: Thomson Brooks/Cole, 2006.

Giancoli, Physics, sixth edition. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.

Bueche-Jerde, Principles of Physics, custom (sixth) edition. New York, NY: McGraw Hill, 2002.

Young & Geller, College Physics, 8th edition. San Francisco, CA: Addison Wesley, 2006.

Cutnell & Johnson, Physics, sixth edition. Hoboken, NJ: John Wiley & Sons, 2004.

IX. Bibliography and Resources

Mazur, Peer Instruction. Upper Saddle River, NJ: Prentice Hall, 1997.

Knight, Five Easy Lessons. Sansome, CA: Addison Wesley, 2002.

O’Kuma, Maloney, Hieggelke, Ranking Task Exercises in Physics. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.

Asimov, Biographical Encyclopedia of Science & Technology, revised edition. New York, NY: Avon Books, 1972.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: PHYS A124, Basic Physics II

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

Library holdings are adequate for this course.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix PHYS

4. Course Number A124

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Updating CCG only; no resource implications.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s): Biology, Computer Electronics, Computer Science, Geology, Geomatics

Course Prefix and Number: PHYS A124

Previous Prefix and Number:

Complete Course/Program Title: Basic Physics II

Previous Course/Program Title:

Description of Action: PHYS A124 is an existing course; its CCG is being updated.

Supporting documentation of the proposal is attached.

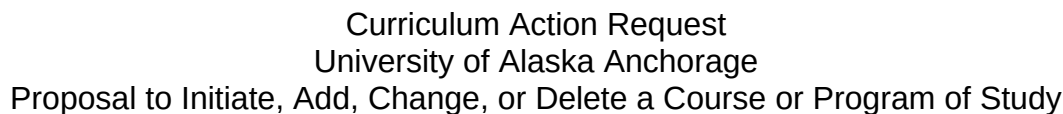
Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____ ____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____ ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

University of Alaska Anchorage
Course Content Guide
PHYS 124L Basic Physics II Laboratory

I. Initiation Date: February 27, 2007

II. Course Information

A. College:	College of Arts and Sciences
Department:	Physics and Astronomy
B. Course Subject:	PHYS
C. Course Number:	A124L
D. Number of Credits/CEU:	1.0
E. Number of Contact Hours:	0+3
F. Course Title:	Basic Physics II Laboratory
G. Grading Basis:	A-F
H. Course Description:	Introductory physics laboratory, with experiments in electricity and magnetism, waves, and optics.
I. Course Prerequisites:	PHYS A123 with minimum grade of C and PHYS A123L with minimum grade of C and (PHYS A124 or concurrent enrollment)
J. Status of course relative to degree or certificate programs:	BA: Biology BS: Biology, Computer Science, Geology, Geomatics, Natural Science AAS: Computer Electronics
K. Fees:	Yes
L. Coordination:	Biology, Computer Electronics, Computer Science, Geology, Geomatics
M. Implementation Date:	Fall 2007

III. Course Level Justification

This is a traditional freshman level class throughout the country. The prerequisites are consistent with the 100 level classifications.

IV. Outline

Below are general guidelines for laboratory experiments. The list indicates typical current experiments here at UAA but the list may be changed based on equipment available, class size and lecture topics.

1. Introduction to Computer Data Collection Software
2. Hooke's Law and Simple Harmonic Motion
3. Standing Waves in a String
4. Sound
5. Equipotentials and Fields
6. Ohm's Law
7. Circuit Analysis with Light Bulbs
8. Kirchhoff's Rules
9. Electromagnetic Induction and Lenz's Law

10. Building a DC motor
11. Reflection and Refraction
12. Spherical Mirrors and Lenses

V. Instructional Goals and Student Outcomes

Instructional Goals:

1. The use of computer software and hardware for the purpose of data collection and analysis should help the student identify ways in which science has advanced the understanding of basic but important natural processes; for example; motion, electricity and magnetism.
2. The laboratory experience should help the student in their abilities to reason mathematically, and analyze quantitative and qualitative data competently to reach reasonable and sound conclusions.
3. Students should be able to present experimental goals, data, and analysis of the data in some form of effective verbal or written communication; for example an oral presentation or a written laboratory report.

To accomplish the instructional goals outlined above the following student outcomes and assessment procedures have been established:

Outcomes and Assessment Measures

Student Outcomes	Assessment Procedures
Demonstrate the ability to work with the tools provided in the laboratory to obtain reliable experimental data.	Any combination of the following: Lab reports, quizzes, exams, oral presentations and performance in conducting experiments.
Demonstrate the ability to critically observe experimental processes and accurately record and analyze quantitative data to reach sound conclusions using mathematically correct reasoning.	Any combination of the following: Lab reports, quizzes, exams, oral presentations and performance in conducting experiments..

VI. Suggested Texts (at option of instructor)

In house lab manual

Edmonds, D. S. (1993), Cioffari's Experiments in College Physics, (Heath)

Wilson, J. D., and Hernandez, C. A., (2005), Physics Laboratory Experiments, (Houghton Mifflin)

VII. Bibliography and Resources

For equipment and supplies:

Pasco Scientific (<http://www.pasco.com>)

Sargent Welch (<http://www.sargentwelch.com>)

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s): Biology, Computer Electronics, Computer Science, Geology, Geomatics

Course Prefix and Number: PHYS A124L

Previous Prefix and Number:

Complete Course/Program Title: Basic Physics II Laboratory

Previous Course/Program Title:

Description of Action: PHYS A124L is an existing course; its CCG has been updated, and the course description has been slightly altered to reflect actual experiments.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: PHYS A124L, Basic Physics II Laboratory

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

Library holdings are adequate for this course.

Initiator signature

MEMO TO: Accounting & Enrollment Services subj: **LAB FEE REQUEST**

DEPARTMENT FROM: Physics and Astronomy

Course & Title: PHYS A124L Basic Physics II Laboratroy

Year: 2007 Section: Spring 001- Summer 301- Fall all sections

Lab Fee Account Number: 11055 104110
Org. Obj. Fund

Current Lab Fee	Requested Action	Total Lab Fee
\$ <u>45</u>	Initiate - Increase - Decrease - Delete (Please Circle One) \$ <u>5</u>	\$ <u>50</u>

Justification: It has been about 15 years since the last adjustment of lab fees. In the interim equipment and software costs have continued to increase. The Physics and Astronomy labs do not have materials and supplies in the sense of chemicals, etc. There is a continuous need for funds to replace damaged equipment, purchase new apparatus, keep software license fees paid up to date, maintain electronics (printers, scanners, etc.). In the table are listed some sample annual costs. All labs share use of common equipment between physics and astronomy experiments. Average annual costs exceed \$25,000.

Justification Worksheet: Materials/Supplies Used (list each item separately)

Item Description	Cost
1 replacement computer interfaces (two annually)	\$1,600
2 replacement electronic tubes (two annually)	\$1,800
3. software license annual renewal fees	\$1,600
4. replacement of out-dated or damaged equipment	\$12,000
5. new experiments (varies year to year)	\$5000 -\$10,000
6. consumables (thermometers, clamps, etc.)	\$1,000
7.	
8.	
9.	
10.	

Total Cost avg. \$25,500 / 480/year = \$53
Anticipated Enrollment Cost Per Student

Department Chair's Signature Date

Recommended Disapproved
Associate Dean, CAS Date

Recommended Disapproved
Dean, CAS Date

Approved Disapproved
Provost Date

cc: Accounting Services
CAS Budget Office
Enrollment Services
Department Administrative Assistant/Secretary

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix PHYS

4. Course Number A124L

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: Updating CCG and changing course description only. No resource implications.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Physics and Astronomy	
2. Course Prefix PHYS	3. Course Number A311	4. Previous Course Prefix & Number PHYS A311		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Intermediate Classical Mechanics Intermed. Classical Mechanics Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☒ Credits ☒ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG ☐ Course Number ☒ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions				9. Repeat Status No # of Repeats Max Credits	
				10. Grading Basis ☒ A-F ☐ P/NP ☐ NG	
				11. Implementation Date semester/year From: Fall/2007 To: /9999	
				12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Emailed faculty list-serve and all documents available at http://salt.uaa.alaska.edu/curriculum/ Department, School, or College Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Newtonian, Lagrangian, and Hamiltonian mechanics, dynamics of systems of particles and rigid bodies.					
17a. Course Prerequisite(s) (list prefix and number) MATH A302 and PHYS A212, both with minimum grade of C		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action Reactivation of an old course with revised description and CCG. Course will become an important elective in the Physics Minor.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
Course Content Guide
PHYS A311 Intermediate Classical Mechanics

- I. Date of Initiation** February 27, 2007
- II. Course Information**
- | | |
|-----------------------------------|--|
| A. College: | CAS |
| Department: | Physics & Astronomy |
| B. Course Subject: | PHYS |
| C. Course Number | A311 |
| D. Number of Credits/CEU | 3.0 |
| E. Number of Contact Hours | 3+0 |
| F. Course Title | Intermediate Classical Mechanics |
| G. Grading Basis: | A-F |
| H. Course Description: | Newtonian, Lagrangian, and Hamiltonian mechanics, dynamics of systems of particles and rigid bodies. |
| I. Course Prerequisite: | MATH A302 and PHYS A212, both with minimum grade of C |
| J. Implementation Date: | Fall 2007 |
- III. Course Activities**
Standard lecture class. Mainly lectures by instructor
- IV. Evaluation**
Evaluation will be at the option of the instructor, but will include regular, in class exams.
- V. Course Level Justification**
This is a traditional junior level physics class, although there is significant variation in optional topics throughout the country. The prerequisites are consistent with the 300 level classification.
- VI. Outline**
- A. Vectors and Kinematics.
 - B. Rectilinear Motion.
 - C. Two and Three Dimensional Motion.
 - D. Oscillators
 - E. Reference Frames and Transformations.
 - F. Central Forces.
 - G. Systems of Particles.
 - H. Rigid Bodies.
 - I. Lagrangian and Hamiltonian Methods.

VII. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

1. Review and connect tools from physics and mathematics (such as vector mathematics, linear and rotational kinematics, and Newton's Laws) in greater detail and with a greater level of complexity than encountered in a student's initial courses.
2. Extend concepts (such as projectiles, pendulums, harmonic oscillators, and gravitation) to multiple dimensions and in multiple reference frames (both inertial and non-inertial).
3. Introduce new types of dynamical systems (such as rotating rigid bodies) and new techniques for problem solving (such as the principle of least action, and Lagrangian and Hamiltonian methods).

B. Student Outcomes. The student will demonstrate:

Student Outcomes

The ability to solve physics problems in multiple dimensions using mathematical techniques such as dot and cross products.

The ability to solve problems involving transitions from one coordinate system to another, including simple translational inertial and rotating coordinate systems.

Comprehension of the principle of least action and the ability to use Lagrangian/Hamiltonian problem-solving techniques.

Assessment Procedures

Objective tests

Objective tests

Objective tests

VIII Suggested Texts (at option of instructor)

Classical Mechanics, John R. Taylor, University Science (2003).

Classical Dynamics of Particles and Systems, 5th ed., S.T. Thornton and J.B. Marion, Brooks/Cole (2004).

Analytical Mechanics, 7th ed., Grant R. Fowles and George L. Cassiday, Thomson Brooks/Cole (2005).

IX. Bibliography and Resources

The Feynman Lectures on Physics, Vol. 1-3, Richard Phillips Feynman, Addison Wesley, Longman (1970).

Advanced Dynamics, R.B. Bhat and Antonio Lopez-Gomez, Narosa (2001).

Classical Mechanics, John R. Taylor, Science Books (2005).

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s):

Course Prefix and Number: PHYS A311
PHYS A311

Previous Prefix and Number:

Complete Course/Program Title: Intermediate Classical Mechanics

Previous Course/Program Title: Mechanics I

Description of Action: PHYS A311 is a reactivation of a course which was deleted from the catalog several years ago. Its CCG has been modified and updated. The title was altered, contact hours changed to 3+0 from 4+0, and credits changed to 3.0 from 4.0.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: PHYS A311, Intermediate Classical Mechanics

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. Advanced Dynamics, R.B. Bhat and Antonio Lopez-Gomez, Narosa 2001.
2. Classical Mechanics, John R. Taylor, University Science Books, 2005.
- 3.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix PHYS

4. Course Number A311

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition ☒ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: This course is being reactivated and will be placed in rotation for the Physics Minor, alternating with other upper-division Physics courses. No additional resources are required to offer this course.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

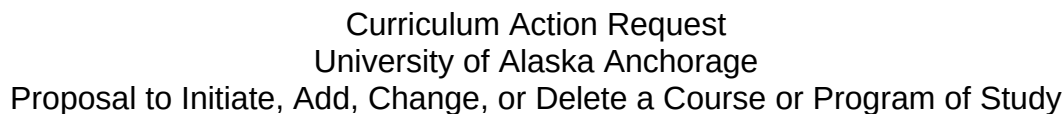
Date

_____ Approved

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Provost

Date



____ Approved ____ Disapproved: Initiator (faculty only) Date ____ Approved ____ Disapproved: Department Chairperson Date ____ Approved ____ Disapproved: Curriculum Committee Chairperson Date	____ Approved ____ Disapproved: Dean/Director of School/College Date ____ Approved ____ Disapproved: Undergraduate or Graduate Academic Board Chairperson Date ____ Approved ____ Disapproved: Provost or Designee Date

University of Alaska Anchorage
Course Content Guide
PHYS 403 Quantum Mechanics

- I. Date of Initiation** February 27, 2007
- II. Course Information**
- | | |
|-----------------------------------|---|
| A. College: | CAS |
| Department: | Physics & Astronomy |
| B. Course Subject: | PHYS |
| C. Course Number | A403 |
| D. Number of Credits/CEU | 3.0 |
| E. Number of Contact Hours | 3+0 |
| F. Course Title | Quantum Mechanics |
| G. Grading Basis: | A-F |
| H. Course Description: | Fundamentals of quantum mechanics, including applications to the hydrogen atom, particle spin, and perturbation theory. |
| I. Course Prerequisite: | MATH A314 and (PHYS A303 or CHEM A332), both with minimum grade of C |
| J. Implementation Date: | Fall 2007 |
- III. Course Activities**
Standard lecture class. Mainly lectures by instructor
- IV. Evaluation**
Evaluation will be at the option of the instructor, but can include regular homework, quizzes, and in-class exams.
- V. Course Level Justification**
This course builds upon the principles of classical physics, and requires advanced mathematical skills. It is a traditional junior level class at many universities..
- VI. Outline**
- A. Linear algebra and classical physics review
 - 1. Inner products
 - 2. Unitary and Hermitian matrices
 - 3. Eigenvalues and eigenvectors
 - 4. Hamiltonians
 - B. The Schrodinger Equation
 - 1. Free particle
 - 2. Particle in a box
 - C. The harmonic oscillator
 - 1. Raising/lowering operators

- D. Rotation in three dimensions
 - 1. Angular momentum
 - 2. Spherical harmonics
 - 3. The hydrogen atom
- E. Identical particles
 - 1. Spin
 - 2. Fermions and bosons
- F. Approximation methods
 - 1. WKB method
 - 2. Time-independent perturbation theory

VII. Instructional Goals and Student Outcomes

A. Instructional Goals: The instructor will:

1. The Schrodinger Equation and how to solve it for several example systems, such as a particle in a box, harmonic oscillator, and the hydrogen atom.
2. The nature of particle spin, and how it relates to degeneracy of identical particles.
3. How to derive approximate solutions to quantum mechanical problems using perturbation methods.

B. Student Outcomes. The student will demonstrate:

Student Outcomes

The ability to use linear algebra to solve eigenvector/eigenvalue problems in quantum mechanics.

Mastery of use of the Schrodinger equation and how to solve it for problems such as a particle in a box, the harmonic oscillator, and the hydrogen atom.

Full comprehension of the concept of spin angular momentum, and how it relates to identical particles.

Assessment Procedures

Objective tests

Objective tests

Objective tests

VIII Suggested Texts (at option of instructor)

Introduction to Quantum Mechanics, 2nd ed., D. J. Griffiths, Benjamin Cummings (2004).

Principles of Quantum Mechanics, 2nd ed., R. Shankar, Plenum Press (1994).

Introductory Quantum Mechanics, 4th ed., R. L. Liboff, Addison-Wesley (2003).

IX. Bibliography and Resources

Lectures on Quantum Mechanics, Paul A. M. Dirac, Dover Publications (2001).

Problems in Quantum Mechanics, I.I. Gol'dman and V.D. Krivchenkov, Dover Publications (2006).

The Feynman Lectures on Physics Vol. 1-3, Richard Phillips Feynman, Addison Wesley Longman (1970).

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s):

Course Prefix and Number: PHYS A403

Previous Prefix and Number:

Complete Course/Program Title: Quantum Mechanics

Previous Course/Program Title:

Description of Action: PHYS A403 is a new course being added to enhance the Physics curriculum by adding a key course in a fundamental area of study.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: PHYS A403, Quantum Mechanics

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. Problems in Quantum Mechanics, by I.I. Gol'dman, V.D. Krivchenov,
Dover Publications (2006) ISBN: 0486453227.

- 2.

- 3.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix PHYS

4. Course Number A403

5. Implementation Date Fall 2007

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: This course is a new offering and will be placed in rotation for the Physics Minor, alternating with other upper-division Physics courses. No additional resources are required to offer this course.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Physics and Astronomy	
2. Course Prefix PHYS	3. Course Number A413	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Statistical and Thermal Mechanics Statistical\Thermal Mechanics Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions				9. Repeat Status No # of Repeats Max Credits	
				10. Grading Basis ☒ A-F ☐ P/NP ☐ NG	
				11. Implementation Date semester/year From: Fall /2007 To: /9999	
				12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Emailed faculty list-serve and all documents available at http://salt.uaa.alaska.edu/curriculum/ Department, School, or College Initiator Signature _____ Date _____					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Principles of statistical mechanics and thermodynamics, with applications.					
17a. Course Prerequisite(s) (list prefix and number) PHYS A212 (or CHEM A331), with minimum grade of C.		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action New course in a fundamental area of advanced physics, which will be used as an important elective for Chemistry majors and for the Physics minor.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
Course Content Guide
PHYS A413 Statistical and Thermal Mechanics

I. Date of Initiation: February 27, 2007

II. Course Information

A. College:	CAS
Department:	Physics and Astronomy
B. Course Subject:	PHYS
C. Course Number:	A413
D. Number of Credits/CEU:	3.0
E. Number of Contact Hours:	3+0
F. Course Title:	Statistical and Thermal Mechanics
G. Grading Basis:	A-F
H. Course Description:	Principles of statistical mechanics and thermodynamics, with applications.
I. Course Prerequisite:	PHYS A212 (or CHEM A331), with minimum grade of C
J. Implementation Date:	Fall 2007

III. Instructional Goals and Student Outcomes

1. Instructional Goals

Statistical mechanics and thermodynamics were developed to describe physics and chemistry. Today the ideas and methods of this field are being applied to complexity, biology and information theory. In this class the students will

1. Study the laws of thermodynamics and simple applications.
2. Study the ensemble approach to statistical mechanics.
3. Learn to use the machinery of statistical mechanics to solve general problems in this area.

2. Student Outcomes.

Students will come to understand the fundamentals of statistical mechanics.

Upon completion of this course, students will be able to:

1. apply the laws of thermodynamics to simple systems.
2. choose the appropriate ensembles for different systems.
2. solve standard statistical mechanics problems.

IV. Guidelines for Evaluation

Course grade is A-F. The grade will be based on how well the student masters the subject material. This will be evaluated through weekly homework assignments, midterm and final exams.

V. Topical Course Outline

1. What is statistical mechanics?
2. Random walks and emergent properties
3. Temperature and equilibrium
4. Phase-space dynamics and ergodicity
5. Entropy
6. Free energies
7. Quantum statistical mechanics
8. Order parameters, broken symmetry and topology
9. Correlations, response, and dissipation
10. Abrupt phase transitions
11. Continuous phase transitions

VI. Suggested Text

Statistical and Thermal Physics, F. Reif, Mc Graw Hill, 1965.

Entropy, Order Parameters, and Complexity: A Broad View of Statistical Physics, J. P. Sethna, Cornell University, 2004.

VII. Bibliography

Reasoning about Luck: Probability and its uses in Physics, V. Ambegaokar, Cambridge University Press, 1996.

Thermal Physics, R. Baierlein, Cambridge University Press, 1999.

Theory of Thermodynamics, J. R. Waldram, Cambridge University Press, 1985.

Elementary Principles of Statistical Mechanics, J. W. Gibbs, Dover, 1960.

Statistical Mechanics: A concise introduction for Chemists, B. Widom, Cambridge University Press, 2002.

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Physics and Astronomy

Affected unit(s):

Course Prefix and Number: PHYS A413

Previous Prefix and Number:

Complete Course/Program Title: Statistical and Thermal Mechanics

Previous Course/Program Title:

Description of Action: New course.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

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Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

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Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: PHYS A413, Statistical and Thermal Mechanics

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. Entropy, Order Parameters, and Complexity: A Broad View of Statistical Physics, J. P. Sethna, Cornell University, 2004.

2.

3.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Physics and Astronomy

3. Course Prefix PHYS

4. Course Number A413

5. Implementation Date Fall 2007

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: Course will be put in rotation with other physics courses, so new staff not required.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

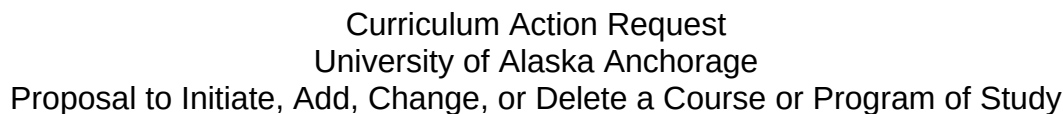
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Date

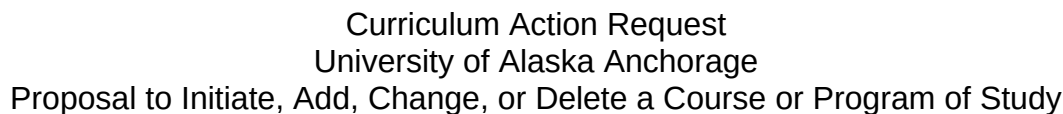
To: UAB and GER subcommittee
From: James Pantaleone, Physics Dept., CAS
Date: February 9, 2007
Subject: BIOL/CHEM/PHYS A456 as an Integrated Capstone Course

Here we are proposing to add the existing course BIOL/CHEM/PHYS A456 to the list of courses that satisfy the Integrated Capstone GER at UAA. This course is very well suited to be a Capstone course. It integrates knowledge across many disciplines: physics, biology, chemistry, engineering, and economics. For example, one day we may examine the evolution of hare and lynx populations while the next day we apply the same analysis techniques to the evolution of voltages in an electronic circuit. The students do this using a wide range of methods: algebraic analysis, numerical simulations plus observations of real world systems.

The study of nonlinear, complex systems is currently one of the most popular areas of research. This is because computer simulation methods have opened up many new avenues of research. The course BIOL/CHEM/PHYS A456 strives to incorporate many of the latest discoveries into its curriculum.

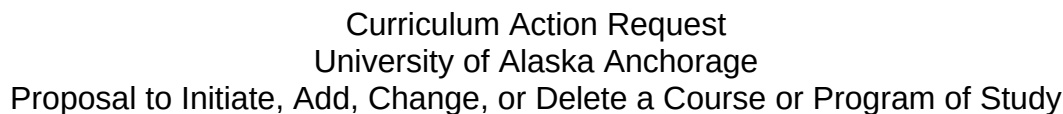


____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____ ____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____ ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____



Initiator (faculty only)		Date
☐ Approved ☐ Disapproved: _____		
Department Chairperson		Date
☐ Approved ☐ Disapproved: _____		
Curriculum Committee Chairperson		Date

427 Date



_____ Approved _____ Disapproved: _____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

University of Alaska Anchorage
Course Content Guide
BIOL/CHEM/PHYS A456 Nonlinear Dynamics and Chaos

I. Date of Initiation: February 27, 2007

II. Course Information

- A. College:** CAS
Departments: Biology, Chemistry, and Physics and Astronomy
- B. Course Subject:** BIOL/CHEM/PHYS
- C. Course Number:** A456
- D. Number of Credits/CEU:** 3.0
- E. Number of Contact Hours:** 3+0
- F. Course Title:** Nonlinear Dynamics and Chaos
- G. Grading Basis:** A-F
- H. Course Description:**
An introduction to nonlinear dynamics and chaos. Concrete examples from Physics, Biology, Chemistry and Engineering are used to develop analytical methods and geometric intuition. Topics covered include phase plane analysis, iterated maps, fractals and strange attractors.
- I. Course Prerequisite:** Math A202 and [PHYS A124 or PHYS A212], both with minimum grade of C.
- J. Registration Restrictions:** Completion of GER Tier 1 (basic college-level skills) courses and junior standing.
- K. Course Attributes:** UAA GER Integrative Capstone
- L. Implementation Date:** Fall 2007

III. Instructional Goals and Student Outcomes

1. Instructional Goals

The topics usually discussed in science and engineering classes are linear systems, however most real world problems are nonlinear. The analysis of nonlinear dynamical systems is presently one of the most active areas of research. In large part this is because the ongoing improvements in computer power constantly open up new areas where computer analysis may be applied.

The goals of this course are:

1. Students will study models of nonlinear systems in a wide range of fields: physics, biology, chemistry, engineering, and economics.
2. Students will learn and apply techniques for analyzing these models; especially graphical and numerical methods.

3. Students will record data from actual nonlinear systems and then analyze the data using techniques appropriate for complex systems.

2. Student Outcomes.

Upon completion of this course, students will be able to:

1. Create mathematical models of complex dynamical systems.
2. Determine the long term behavior of nonlinear dynamical models.
3. Use computers to find the attractors in physical data from actual nonlinear systems.

IV. Guidelines for Evaluation

Course grade is A-F. The grade will be based on how well the student masters the subject material. This will be evaluated through weekly homework assignments, lab reports, midterm and final exams.

V. Topical Course Outline

1. Overview of Dynamical Systems
2. 1-D Flows in Phase Space
Bifurcations
-- Lab Activity: Cooling
3. Flow in a Circular Phase Space
4. 2-D Linear Dynamics
-- Lab: Damped Oscillations
5. 2-D Nonlinear Dynamics.
--Lab: Synchronization
6. Limit Cycles
7. Quasiperiodicity
--Lab: Quasiperiodicity
8. Lorenz Equations
9. 1-D Maps
--Lab: Diode Circuits
10. Fractals
11. Strange Attractors
--Lab: Paper Crumpling
12. Pattern Formation

VI. Suggested Text

Strogatz, S.H. (1994) **Nonlinear Dynamics and Chaos** (Perseus Publishing).

Consortium for ODE Experiments (2001) **ODE Architect** (Wiley).

VII. Bibliography

Alligood, K.T., T.D. Sauer and J.A. Yorke (1996) **Chaos: An Introduction to Dynamical Systems** (Springer).

Baker, G.L. and J.P. Gollub (1996) **Chaotic Dynamics: An Introduction** (Cambridge, Cambridge Univ. Press).

Hilborn R.C. (2001) **Chaos and Nonlinear Dynamics** (Oxford University Press).

Kaplan, D. and Glass, L. (2004) **Understanding Nonlinear Dynamics** (Springer).

Moon, F.C. (1992) **Chaotic and Fractal Dynamics: An Introduction of Applied Scientists and Engineers** (Wiley).

Tufillaro, N.B., T. Abbot and J. Reilly (1992) **An Experimental Approach to Nonlinear Dynamics and Chaos** (Addison-Wesley).

Curriculum Coordination Form

Notification Date: February 9, 2007

Initiating unit: Biology, Chemistry, Physics and Astronomy

Affected unit(s):

Course Prefix and Number: BIOL/CHEM/PHYS A456
Number:

Previous Prefix and

Complete Course/Program Title: Nonlinear Dynamics and Chaos

Previous Course/Program Title:

Description of Action: Add existing course to GER Integrated Capstone

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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Governance Office, ADM 213
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Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College CAS

2. Program/Course Biology, Chemistry, Physics and Astronomy

3. Course Prefix BIOL/CHEM/PHYS

4. Course Number A456

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: This is an existing course, so no additional resources are needed.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

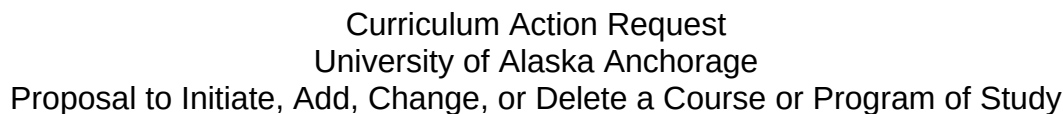
Date

_____ Approved

_____ Disapproved

Provost

Date



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____
____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

GEOG A443

Course Content Guide

Date: 28 March 2007

I. Course Information

- a. College: Arts and Sciences
- b. Course Subject: GEOG
- c. Course Number: A443
- d. Credits/Contact : 3 credits, 3 + 0
- e. Title: Northwest Passage: The Changing Canadian North
- f. Grading Basis: A-F
- g. Prerequisites: GEOG A101 or INTL A101 or INTL A335
- h. Course Fees: No
- i. Description: Geography of and current issues in the Canadian North. Sovereignty of the Northwest Passage, environmental impacts of development, challenges to culture, society and subsistence in the face of global climate change.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Introduce students to the basic human and physical geography of the Canadian north.
2. Explore the history of the region through a study of cultural groups and the history of exploration in the region.
3. Describe the impacts of the modern era on the region by discussing cultural, military, economic and political changes and impacts
4. Closely study the future of the region through an examination of the following issues:
 - Sovereignty of the Northwest Passage and U.S./Canadian relations
 - Environmental impacts of mineral and other economic development
 - Challenges to subsistence economic activities
 - Cultural change and social challenges in the Canadian north
 - Climate change and its overarching impact on the Canadian north

B. Student Outcomes

Outcomes	Assessment Methods
Students will be able to develop arguments linking the region's geography, history and social and cultural development	Research paper, exam
Students will be able to synthesize interdisciplinary knowledge to understand modern challenges and current issues in the Canadian north	Presentations, exam

IV. Guidelines for Evaluation

Instructors may use traditional exams covering classroom discussions, films, and reading assignments. Essays or longer research papers will emphasize the importance of written

communication and synthesis. Presentations will promote collaboration, disciplinary communication, and appreciation of current events.

V. Course Level Justification

This course will be listed at the 400 level because of its in-depth topical, thematic, and regional foci. As such, it develops skill sets and an understanding of political, economic, and regional geography at an advanced undergraduate level. The 400 level is consistent with analogous courses that are both area-based and specific in their treatment of a topic, period or region (See, for example, GEOG A447).

VI. Topic Course Outline

1. Introduction to Course, Context, Key Questions, etc.
2. Basic Geography of the Region
3. People of the Canadian North & Historical Links
4. European Exploration: Voyages of Discovery and Contact
5. The Militarization of the Canadian North
6. Canadian Colonialism
7. Land Claims and Settlement: Nunavut and Beyond
8. The Changing Northern Economy
9. Challenges in the Future
 - Sovereignty of the Northwest Passage and U.S./Canadian relations
 - Environmental impacts of mineral and other economic development
 - Challenges to subsistence economic activities
 - Cultural change and social challenges in the Canadian north
 - Climate change and its overarching impact on the Canadian north

VIII. Bibliography

Berton, P. 2001. *The Arctic Grail*. Anchor Canada.

Bielawski, E. 2003. *Rogue Diamonds*. Douglas & McIntyre.

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Damas, D. 2003. *Arctic Migrants/Arctic Villagers: The Transformation of Inuit Settlement in the Central Arctic*. McGill-Queen's University Press.

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Hamelin, L.E. 1979. *Canadian Nordicity*. Harvest house, Ltd.

Hamilton, J.D. 1994. *Arctic Revolution: Social Change in the Northwest Territories*. Dundurn Press.

Hoffecker, J.F. 2004. *A Prehistory of the North: Human Settlement of the Higher Latitudes*.

Rutgers University Press.

Lynge, F. 2002. *Arctic Wars, Animal Rights, Endangered Peoples*. University of British Columbia Press.

Malaurie, J. 2003. *Ultima Thule: Explorers and Natives in the Polar North*. WW Norton & Co.

McGhee, R. 2001. *Ancient People of the Arctic*. UBC Press.

Nutall, M. and T. Callaghan. 2000. *The Arctic: Environment, People, Policy*. CRC Press.

Mowat, F. 2002. *High Latitudes*. Key Porter Books.

Osherenko, G. and O.R. Young. 2005. *The Age of the Arctic: Hot Conflicts and Cold Realities*. Cambridge University Press.

Smith, E.A. and J. McCarter, eds. 1997. *Contested Arctic: Indigenous Peoples, Industrial States, and the Circumpolar Environment*. University of Washington Press.

Waterman, J. 2001. *Arctic Crossing*. Knopf.

Curriculum Coordination Form

Notification Date: 27 March 2007

Initiating unit: CAS, Anthropology and Geography

Affected unit(s): Deans and Directors: College of Business and Public Policy, College of Education, College of Health and Social Welfare, Community and Technical College, School of Engineering, Matanuska-Susitna College, Kenai Peninsula College, Kodiak College

Course Prefix and Number: GEOG A443

Previous Prefix and Number:

Complete Course/Program Title: Northwest Passage: The Changing Canadian North

Previous Course/Program Title:

Description of Action: New Course

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Resource Implication Form

1. School/College CAS

2. Program/Course Geography & Environmental Studies

3. Course Prefix GEOG

4. Course Number A443

5. Implementation Date Fall 2008

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	\$
☐ new full-time faculty	\$
☒ reassignment of full-time faculty	\$
☐ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: This course will be offered once every three years as upper-division offerings by a regular tenure track faculty member. No new faculty hires will be required as we will be reducing the frequency of offering of other upper-division courses already listed by the department.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: GEOG A443: Northwest Passage: The Changing Canadian North

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

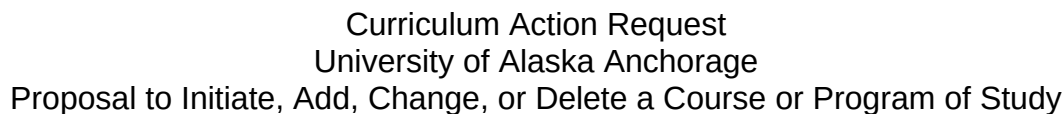
Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

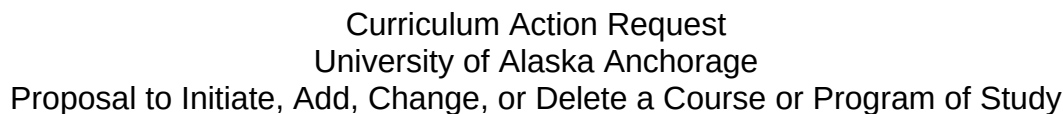
2. Please list any new library and information recommended to support proposal.

Please see attached bibliography.

Initiator signature



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____ ____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____ ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____



Initiator (faculty only)		Date
☐ Approved ☐ Disapproved:		
Department Chairperson		Date
☐ Approved ☐ Disapproved:		
Curriculum Committee Chairperson		Date

442 Date _____



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division ASSC		1c. Department International Studies	
2. Course Prefix INTL	3. Course Number A345	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Across this Land: The Historical Geography of North America North America: Hist Geog Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☐ Prefix ☐ Course Number ☐ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☒ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: UAA Faculty Listserve Department, School, or College Initiator Signature Date					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☒ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Explores the European settlement of North America, the impact of geography on this settlement, and the impress of culture and political process on the land.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action Program revision and catalog cleanup. The INTL course will be deleted. The course will remain as GEOG/HIST A 345. Geography has requested this action.					

____ Approved
 ____ Disapproved: _____
 Initiator (faculty only) Date

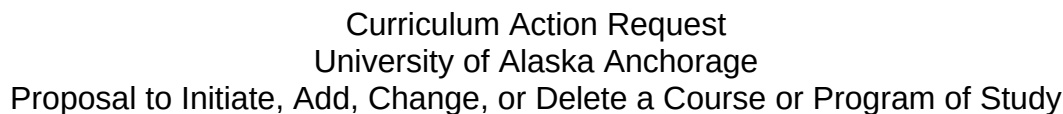
____ Approved
 ____ Disapproved: _____
 Department Chairperson Date

____ Approved
 ____ Disapproved: _____
 Curriculum Committee Chairperson Date

____ Approved
 ____ Disapproved: _____
 Dean/Director of School/College Date

____ Approved
 ____ Disapproved: _____
 Undergraduate or Graduate
 Academic Board Chairperson Date

____ Approved
 ____ Disapproved: _____
 Provost or Designee Date



____ Initiator (faculty only) _____ Date _____

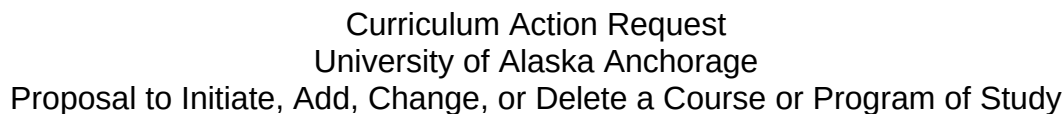
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____ Department Chairperson _____ Date _____

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____ Disapproved: _____

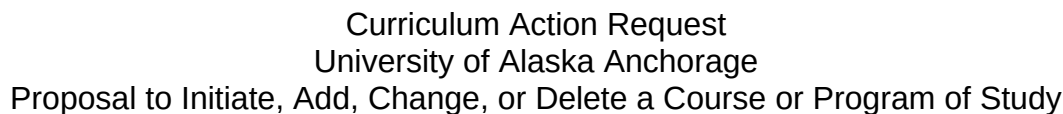
____ Curriculum Committee Chairperson _____ Date _____

444 Date



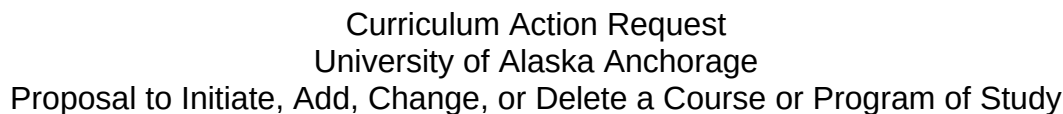
Initiator (faculty only)		Date
☐ Approved ☐ Disapproved: _____		
Department Chairperson		Date
☐ Approved ☐ Disapproved: _____		
Curriculum Committee Chairperson		Date

445 _____ Date _____

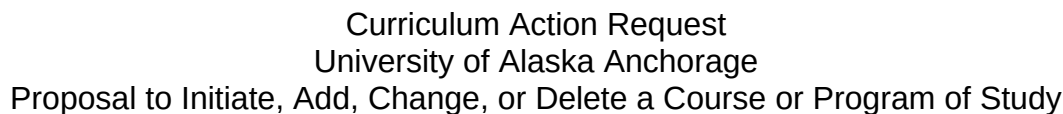


Initiator (faculty only)		Date
☐ Approved ☐ Disapproved: _____		
Department Chairperson		Date
☐ Approved ☐ Disapproved: _____		
Curriculum Committee Chairperson		Date

446 Date _____



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____
____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____ ____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____ ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

INTL A335

Course Content Guide

Date: 20 March, 2007

I. Course Information

- a. College: College of Arts and Sciences
- b. Prefix: INTL
- c. Number: A335
- d. Credits: 3 credits, 45 contact hours
- e. Course Title: Canada: Nation and Identity
- f. Grading Basis: A-F
- g. Prerequisites: GEOG A101 or INTL A101 and HIST A131
- h. Course Attributes: Fulfills GER Integrative Capstone Requirement
- i. Restrictions: Completion of GER Tier 1 (basic college-level skills courses) and junior standing
- j. Fees: No lab fees
- k. Course Description:

An interdisciplinary examination and analysis of Canada. Themes include the development of Canadian nationalism and national identity, problems of official bilingualism, Quebec separatism, Multiculturalism and Canadian First Nations. American political and cultural relations will be explored as issues framing the future of Canada and its international role in the 21st century. Fulfills GER Integrative Capstone Requirement.

II. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

Provide a Platform for Knowledge Integration: By the very nature of the course students will be exposed to a variety of disciplines and their approaches. Synthesizing these materials is necessary to gain understanding of contemporary Canada and for envisioning its future. Students will have the opportunity to hear visiting speakers from a variety of disciplines, as well as speakers from the community and from organizations such as the Canadian Consulate. Students are required from the beginning of the course to integrate disciplines, both in their individual assignments and in group activities.

Facilitate Effective Communication: Students will demonstrate their success in mastering and synthesizing the various materials through written and oral presentation.

Encourage Critical Thinking: The thematic approach of the course requires students to think across disciplines in order to analyze a particular theme or issue. Students will be introduced to the intellectual standards and associated questions specific to each discipline, and they will be required to apply these in the analysis of and reasoning about the particular themes and issues of the course (Canadian nationalism and national identity, problems of official bilingualism and Quebec separatism, Multiculturalism and Canadian First Nations, and American political and cultural relations as they affect Canada).

Stress Information Literacy: The course will pay particular attention to the use of primary and secondary sources: how to access them, how to evaluate them critically, and how to incorporate them into analytical thinking about the issues. The nature of the themes of the course is such that critical use of sources (whether electronic information, printed material, the visual arts or performance) is imperative for an informed opinion rather than an emotional reaction.

B. Student Outcomes: Students who successfully complete this course will:

Demonstrate integration of knowledge across disciplines related to the key themes and theses in contemporary Canadian society and culture and the differences between Canadian and American society.	Analytical Mid-term and Final Examinations
Construct arguments (both written and oral) that analyze the development of Canadian nationalism and national identity in broader historical and social contexts.	Analytical Midterm and Final Examinations; Document Analysis; Individual and/or Group Presentation/s; Group Discussions
Demonstrate the ability to think critically about Canada: to review key Canadian current issues and to link those issues to basic knowledge of Canada and to develop a sense of Canada's place in the world and future given its uncertain standing as a nation-state.	Analytical Midterm and Final Examinations; Document Analysis
Demonstrate the responsible, legal, and ethical use of information through the gathering, evaluation, and critical analysis of key Canadian texts, documents and cultural products.	Individual and/or Group Presentation/s; Document Analysis

III. Guidelines for Evaluation

Students in INTL 301 will be assessed using four major devices.

- A mid-term examination using short answer questions will assess students' knowledge of Canadian history, geography and politics, specifically assessing students' ability to integrate this knowledge to detect the key themes and theses in Canadian geography, history and politics.
- A document analysis which may include a book (fiction or non-fiction) review, short research paper and critical analysis of a historical document or a film review will assess students' ability to critically interpret a document and relate that document to the issues raised in class. This assessment will also give the students the opportunity to apply a developing disciplinary expertise (history, literature, art, etc.) to course content.
- A final exam using longer essays will assess students' knowledge of the key focus of the course – Canadian national identity and the historical and social issues that make it intelligible. This exam will require students to integrate knowledge from the first portion of the course, the section focused on nationalism, identity and current issues with previously acquired distribution knowledge.
- Individual and/or Group Presentation/s. The topic will vary.
- Other assignments might include projects on Canadian current issues, book analyses or reviews, essays on guest lectures.

IV. Course Level Justification

This course will ask students to integrate a diverse set of disciplinary bodies of knowledge (geography, history, politics, anthropology, language, literature, film and cultural studies) to *analyze* the problem of Canadian nationalism and identity, thus it is an upper-division course offered at the 300-level.

V. Topic Course Outline

1. Introduction to Course and Canada
2. Themes in Canadian Geography
3. Contact to Conquest
4. British North America and the First American Civil War
5. Forging a New Nation
6. Historic Challenges to National Identity and the Quiet Revolution
7. The Canadian Regime
8. Modern Canada and Crisis
9. Canadian Geography and Regionalism
10. Nationalism and Canadian National Identity
11. Nationalism and Literature
12. Multiculturalism and other social policies
13. First Nations
14. Canadian Culture and Film
15. Canada in the World
16. Canada's Future

VI. Suggested Texts

Saywell, J. 1999. *Canada: Pathways to the Present*. Toronto: Stoddart.

Bumstead, J.M. 2003. *A History of the Canadian Peoples*. Don Mills: Oxford university Press.

Malcolmson, P. and R. Myers. 2005. *The Canadian Regime*. Peterborough: Broadview.

In addition to the basic text, instructors should assign a recent monograph dealing with the issue of Canadian national identity to be discussed throughout the course and a contemporary Canadian novel to be discussed in class during the literature portion of the course. Novels dealing with the historical problems of Canadian national identity and multiculturalism have proven effective (e.g. *No Great Mischief*, *Obasan*, *Two Solitudes*, *The Whirlpool*)

This class also requires the selection of a Canadian film to be shown in class and discussed. Films dealing with issues of culture and cultural conflict in Canada have proven effective (e.g. *Jesus of Montreal*, *Margaret's Museum*, *Just Watch Me*, *The Barbarian Invasions*)

VII. Bibliography

Adams, Michael. 2003. *Fire and Ice: The United States, Canada and the Myth of Converging Values*. Toronto: Penguin Canada.

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Angus, I. 1997. *A Border Within: National Identity, Cultural Plurality and Wilderness*. Montreal: McGill-Queens University Press.

Bissoondath, N. 1994. *Selling Illusions: The Cult of Multiculturalism in Canada*. Toronto: Penguin.

Canada, Royal Commission on Aboriginal People. 1996. *People to People, Nation to Nation: Highlights from the Report of the Royal Commission on Aboriginal People*. Ottawa: Ministry of Supplies and Services.

Chodos, R. and E Hanovitch. 1991. *Quebec and the American Dream*. Toronto: Between the Lines.

Cohen, Andrew. 2003. *While Canada Slept: How We Lost Our Place in the World*. Toronto: McClelland & Stewart.

- Cook, R. 1995. *Canada, Quebec and the Uses of Nationalism*. Toronto: McClelland and Stewart.
- Doran, C. 2001. *Why Canadian unity Matters and Why Americans Care: Democratic Pluralism at Risk*. Toronto: University of Toronto Press.
- Flenas, A. and J.L. Elliot. 1992. *Multiculturalism in Canada: The Challenge of Diversity*. Scarborough, Canada: Nelson.
- Gellner, Ernest. 1983. *Nations and Nationalism*. Cornell University Press.
- Griffins, Rudyard, ed.. 2000. *Great Questions of Canada*. Toronto: Stoddart.
- Gwyn, Richard. 1995. *Nationalism Without Walls: The Unbearable Lightness of Being Canadian*. Toronto: McClelland and Stewart.
- Handler, R. 1988. *Nationalism and the Politics of Culture in Quebec*. Madison, WI: University of Wisconsin Press.
- Hobsbawm, Eric. 1992. *The Invention of Tradition*. Cambridge University Press.
- Hutchinson, John and Anthony Smith. 1994. *Nationalism*. Oxford: Oxford University Press.
- Institute for Research on Public Policy, ed. 1999. *As I Recall. Si je me souviens bien*. Montreal: Institute for Research on Public Policy.
- Johnson, W. 1994. *A Canadian Myth: Quebec, Between Canada and the Illusion of Utopia*. Montreal and Toronto.
- Litt, P. 1992. *The Muses, the Masses and the Massey Commission*. Toronto: University of Toronto Press.
- MacKey, E. 1999. *The House of Difference: Cultural Politics and National Identity in Canada*. Toronto: University of Toronto press.
- McRoberts, K. 1994. *Quebec: Social Change and Political Crisis*. Toronto: McClelland and Stewart.
- McRoberts, K. 1997. *Misconceiving Canada: The Struggle for National Unity*. New York: Oxford University Press.
- Morton, Desmond and Morton Weinfeld, eds. 1998. *Who Speaks for Canada? Words That Shape a Country*. Toronto: McClelland & Stewart, Inc.
- Pryke, K. and W. Soderlund. 1998. *Profiles of Canada*, 2nd ed. Toronto: Irwin.

Smith, Anthony. 1993. *National Identity: Ethnonationalism in Comparative Perspective*. Reno: University of Nevada Press.

Story of a Nation: Defining Moments in Our History. 2001. Toronto: Doubleday Canada.

Taras, D. and B. Rasporich, eds. 1997. *A Passion For Identity*. Scarborough: Nelson.

Taylor, C. 1993. *Reconciling the Solitudes: Essays on Canadian Federalism and Nationalism*. Montreal: McGill-Queens University Press.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: INTL A335 Canada: Nation and Identity

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Judith Green

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

- a. International Studies will continue to work with the Consortium Library to update the Canada collection.

Initiator signature

Curriculum Coordination Form

Notification Date: February 19, 2007

Initiating unit: International Studies

Affected unit(s): International Studies

Course Prefix and Number: INTL A335

Previous Prefix and Number: INTL A301

Complete Course/Program Title: Canada: Nation and Identity

Previous Course/Program Title: Canada: Introductory Survey

Description of Action: Course Revision

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College CAS

2. Program/Course International Studies

3. Course Prefix INTL

4. Course Number A355

5. Implementation Date F07

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: One section of the course is currently being offered every spring semester. The revised course will be continued on this rotation. There are no new costs associated with the revision of this course.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

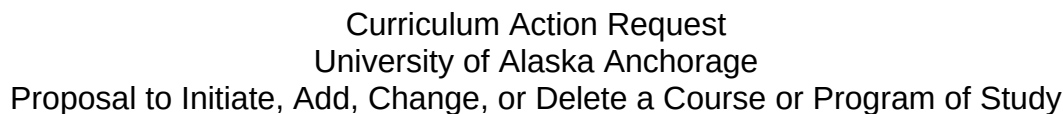
Date

_____ Approved

_____ Disapproved

Provost

Date

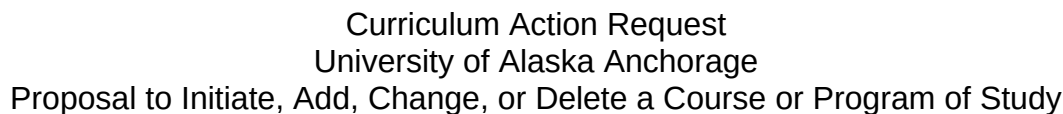


_____ Initiator (faculty only) _____ Date

_____ Approved
_____ Disapproved: _____
Department Chairperson _____ Date

_____ Approved
_____ Disapproved: _____
Curriculum Committee Chairperson _____ Date

458 Date



____ Initiator (faculty only) _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Department Chairperson _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Curriculum Committee Chairperson _____ Date _____

459 Date

Curriculum Coordination Form

Notification Date: February 18, 2007

Initiating unit: International Studies

Affected unit(s):

Course Prefix and Number:

Previous Prefix and Number:

Complete Course/Program Title: Canadian Studies Minor

Previous Course/Program Title: Canadian Studies Minor

Description of Action: Revision of requirements to bring the minor in line with the proposed Canada Track of the International Studies BA. The revised minor reflects current offerings in the different departments.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Canadian Studies Minor

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Judith Green

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

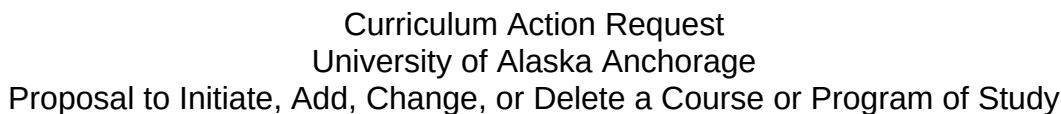
Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.
 1. Courses included in the minor are currently offered by the disciplines.
 2. International Studies will continue to work with the library to build the holdings in this area.

Initiator signature



Initiator (faculty only)		Date
☐ Approved ☐ Disapproved:		
Department Chairperson		Date
☐ Approved ☐ Disapproved:		
Curriculum Committee Chairperson		Date

462 Date

Curriculum Coordination Form

Notification Date: March 20, 2007

Initiating unit: International Studies

Affected unit(s):

Course Prefix and Number:

Previous Prefix and Number:

Complete Course/Program Title: International North Pacific Studies Minor

Previous Course/Program Title: International North Pacific Studies Minor

Description of Action: Updating the International North Pacific Studies minor to include course options in the new Canada track of the International Studies BA and to reflect the title change of the Russia track.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: International North Pacific Studies Minor

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Judith Green

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. Courses included in the minor are currently offered by the disciplines.
2. International Studies will continue to work with the library to build the holdings in this area.

Initiator signature

To: Brian Wick, Chair, CAS Course and Curriculum Committee

Fr: Susan Kalina, Chair, International Studies

Date: March 20, 2007

Re: International Studies Curricular Actions

International Studies proposes to:

- 1) add a Canada Track and a Europe Track to the International Studies degree, as suggested by the outside evaluator last year;
- 2) add PHIL A400 as a capstone option for the degree;
- 3) add PHIL A212 to the core;
- 4) add JUST A365 to the core;
- 5) change the name of the Russian Far East track to the Russia track to better reflect the offerings;
- 6) remove LANG A400 from the INTL core (this course is not regularly offered);
- 7) move INTL A301 out of the core (this course is being revised to INTL A335, which will be required for the Canada track);
- 8) correct the number of GEOG A344 The Slavic World;
- 9) add language to clarify GER requirements for students; and
- 10) add the list of INTL faculty.

International Studies proposes to:

- 1) revise the Canadian Studies minor to more closely correspond to the new Canada track and to ensure that the minor consists of regularly offered courses and to
- 2) move the Canadian Studies minor under International Studies in the Catalog, reflecting the new structure in the College of Arts and Sciences.

International Studies proposes to:

- 1) update the International North Pacific Studies minor to include course options in the new Canada track of the International Studies BA and to reflect the title change of the Russia track.

These changes are part of ongoing revision and refinement of the degree.

Thank you for considering this proposal.

Cc: Connie Nebesky, Administrative Assistant, International Studies



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department International Studies	
2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (+)	
6. Complete Course/Program Title International Studies BA					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☒ Program			9. Repeat Status # of Repeats Max Credits		
☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other program requirements and options, catalog copy			10. Grading Basis ☐ A-F ☐ P/NP ☐ NG 11. Implementation Date semester/year From: Fall/07 To: /9999 12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty Listserve Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action INTL is making the following revisions, changes, and additions: 1) adding a Canada Track and a Europe Track to the International Studies degree, as suggested by the outside evaluator last year; 2) adding PHIL A400 as a capstone option for the degree; 3) Adding PHIL A212 to the core; 3) Adding JUST A365 to the core; 4) changing the name of the RFE track to the Russia track to better reflect the offerings; 5) Removing LANG A400 from the INTL core (this course is not offered); 6) Moving INTL A301 out of the core (this course is being revised to INTL A335, which will be required for the Canada track) 7) Changing GEOG A344 in the Catalog Copy to reflect the correct number and proposed new title; 8) Adding language to clarify GER requirements for students; and 9) Adding the list of INTL faculty. These changes are part of ongoing revision and refinement of the degree.					

 Initiator (faculty only) Date

_____ Approved
 _____ Disapproved: _____
 Department Chairperson Date

_____ Approved
 _____ Disapproved: _____
 Curriculum Committee Chairperson Date

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

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

_____ Approved
 _____ Disapproved: _____
 Provost or Designee Date

Blue for additions green for moved and/or changed items red for deletions

Catalog Copy

BACHELOR OF ARTS, INTERNATIONAL STUDIES

<http://internationalstudies.uaa.alaska.edu>

The International Studies program at UAA prepares students to be global citizens in an increasingly 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 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 Far East, Northeast Asia) 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:

1. Meet the requirements for “Graduation with Honors” as listed in Chapter 7 of the UAA catalog.
2. Meet the requirements for a Bachelor of Arts in International Studies.
3. Maintain a grade point average of 3.50 or above in courses applicable to the degree requirements.
4. Complete the program capstone course (HIST A390) with an honor grade (A).

BACHELOR OF ARTS in INTERNATIONAL STUDIES

ADMISSION REQUIREMENTS

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

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

- A. **GENERAL UNIVERSITY REQUIREMENTS**
Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.
- B. **GENERAL EDUCATION REQUIREMENTS**
Complete the General Education Requirements for Baccalaureate Degrees located at the beginning of this chapter.

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

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

D. MAJOR REQUIREMENTS

Note: Courses which may be used to meet GER and/or CAS BA requirements are designated by an asterisk () after their numbers. Courses in the GER lists for Tier 2 Social Sciences and Humanities requirements may be used to fulfill both International Studies requirements and GER Tier 2 requirements in Social Sciences and Humanities.*

1. Complete 18 credits of required core courses: (18)

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 6

(Courses below that are also listed in the list for Tier 2 GER Social Sciences may be used to fulfill both an International Studies degree requirement and the Tier 2 GER Social Sciences requirement.)

ANTH A250*	Rise of Civilization (3)
GEOG/PS A327	Political Geography (3)
GEOG A323	Economic Geography and the Global Economy (3)
INTL A335*	Canada: Nation and Identity (3)
JUST A365	Comparative Justice Systems (3)
PS A102*	Introduction to Political Science (3)
PS A321	International Relations (3)

Humanities and Fine Arts Selection 6

ART A262*	History of World Art II (3)
ENGL A202*	Masterpieces of World Literature (3)
ENGL A343	Contemporary Literature (3)
LANG A400	Literature in Translation (3)
PHIL A212	History of Philosophy II (3)
THR A312*	Representative Plays II (3)

Capstone Course Selection 3

HIST A390*	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: (12)

Russia Track (Language: Russian)

Russian Far East 3

HIST A330 Russia in East Asia (3)

or

INTL A355 Russian Far East (3)

Russia Elective Course Selection 9

Either course above (over and above the 3 credits required) (3)

ANTH A434 Peoples and Cultures of Northeast Asia (3)

ART A492 Art History Seminar

(with topic 20th Century Russian Art: Symbolist Developments-Perestroika and Beyond) (3)

ECON/PS A418 Politics and Economics of the RFE (3)

GEOG A344 The Slavic World (3)

GEOG A447 The Silk Road (3)

HIST/RUSS A384 Russian Women (3)

HIST A423 Medieval Russian History (3)

HIST A424 Imperial Russian History (3)

HIST A425 Soviet Union (3)

HIST/RUSS A427* Post-Soviet Culture and Society (3)

HIST A477 Senior Seminar in History (3)

(with appropriate content)

HIST A486 Studies in Modern Europe

(with appropriate content)

PS A312 Comparative Politics: Case Studies (3)

(with Russia case)

PS A490 Studies in Politics (3)

(with appropriate content)

PS A492 Senior Seminar in Politics (3)

(with appropriate content)

RUSS A390 Selected Topics in Advanced Russian (3)

RUSS A490A Selected Topics in Russian Culture (3)

RUSS A490B Selected Topics in Russian Culture in Translation (3)

THR A490 Modern Russian Drama: Gogol to the

Present (3)

Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on Russia. (3)

Northeast Asia Track (Language: Chinese or Japanese)

INTL/HIST/PS A325 Northeast Asia in the 21st Century 3

Northeast Asia Elective Course Selection 9

ANTH A434 Peoples and Cultures of Northeast Asia (3)

ART A366 History of Asian Art (3)

HIST A320 Rise, Fall, and Reinvention of the Samurai (3)

HIST A321 Modern China (3)

HIST A322	Modern Japan (3)
HIST A323	“Communist” China (3)
HIST A330	Russia in East Asia (3)
HIST A477	Senior Seminar in History (3) (with appropriate content)
JPN A310	Selected Topics in Advanced Japanese (3)
PHIL A313B	Eastern Philosophy and Religion (3)
PS A312	Comparative Politics: Case Studies (3) (with China, Japan cases)
PS A490	Studies in Politics (with appropriate content) (3)
PS A492	Senior Seminar in Politics (3) (with appropriate content)

Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on China or Japan. (3)

Europe Track (Language: French, German, Spanish)

HIST A316	Twentieth Century Europe (3)	3
European Elective Course Selection		9
ART A362	History of Modern Art (3)	
ART A363	History of Contemporary Art (3)	
ECON A360/HIST A360	Modern Economic History (3)	
ENGL A342	The Modernist Period (3)	
ENGL A343	Contemporary Literature (3) (if not taken as a core course)	
ENGL A440	Topics in 20 th Century Comparative Literature (3) (With approved topic)	
FREN A310	Selected Topics in Advanced French (3) (With approved topic)	
FREN A432	Studies of Literature and Culture (3) (With approved topic)	
GEOG A344	The Slavic World (3)	
GER A310	Selected Topics in Advanced German (3) (With approved topic)	
GER A490	Selected Topics in German Literature (3) (With approved topic)	
HIST A314	Nineteenth Century Europe (3)	
HIST A411	History of Modern Germany II (3)	
HIST A477	Senior Seminar (3) (with approved topic)	
HIST A486	Studies in Modern Europe (3)	
PS A311	Comparative Politics (3)	
PS A333	History of Political Philosophy II: Modern (3)	
SPAN A432	Studies in Literature and Culture (3) (With approved topic)	
SPAN A490	Selected Topics in Hispanic Culture and Civilization (3) (With approved topic)	
THR A412*	History of Theatre II	

Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on Europe. (3)

Canada Track (Language: French)

INTL A335* 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* Topics in National Literatures: Canadian Literature (3)
ENGL A371 Prose Nonfiction (3)
(With appropriate content)
FREN A432 Studies in Literature and Culture (3)
With the subtitle: French and Francophone Literatures
GEOG/HIST A345 Across this Land: The Historical Geography of North America (3)
GEOG A443 Northwest Passage: The Changing Canadian North (3)

Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on Canada. (3)

5. A total of 120 credits is required for the degree, of which 42 credits must be upper division, and 46 credits earned to meet the requirements of the major as specified above.

MINOR, INTERNATIONAL NORTH PACIFIC STUDIES

Students majoring in another subject and wishing to minor in International North Pacific Studies must complete the following requirements:

1. Complete the following courses:

9

INTL A335* Canada: Nation and Identity (3)
INTL/HIST/PS A325 Northeast Asia in the 21st Century (3)
HIST A330 Russia in East Asia (3)
or
INTL A355 Russian Far East (3)

2. Complete 8 credits of a language appropriate to the [Canada](#), [Northeast Asia](#), or [Russia](#) tracks of the Bachelor of Arts in International Studies.

8

3. Complete one elective course from the Canada, Northeast Asia, or Russia tracks of the Bachelor of Arts in International Studies. 3
4. A total of 20 credits is required for the minor.

MINOR, CANADIAN STUDIES

Students majoring in another subject and wishing to minor in Canadian Studies must complete the following requirements:

1. Complete the following course: 3
INTL A335* Canada: Nation and Identity (3)
4. Complete 8 credits of a language appropriate to the Canada track of the Bachelor of Arts in International Studies. 8

Complete three elective courses from the Canada track of the Bachelor of Arts in International Studies. 9
4. A total of 20 credits is required for the minor.

International Studies Faculty

Susan Kalina, Chair, International Studies Program and Professor and Coordinator, Russian General International Studies Advisor, afsmk@uaa.alaska.edu

Elizabeth Dennison, Professor, History
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Paul Dunscomb, Assistant Professor, History
Advisor: Northeast Asia Track, afped@uaa.alaska.edu

Hiroko Harada, Associate Professor and Coordinator, Japanese
Advisor: Northeast Asia Track, afhh@uaa.alaska.edu

Natasa Masanovic, Assistant Professor and Coordinator, German
Advisor: Europe Track, afnm@uaa.alaska.edu

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Catalog Copy

BACHELOR OF ARTS, INTERNATIONAL STUDIES

<http://internationalstudies.uaa.alaska.edu>

The International Studies program at UAA prepares students to be global citizens in an increasingly 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 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 Far East, Northeast Asia) 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:

1. Meet the requirements for "Graduation with Honors" as listed in Chapter 7 of the UAA catalog.
2. Meet the requirements for a Bachelor of Arts in International Studies.
3. Maintain a grade point average of 3.50 or above in courses applicable to the degree requirements.
4. Complete the program capstone course (HIST A390) with an honor grade (A).

BACHELOR OF ARTS in INTERNATIONAL STUDIES

ADMISSION REQUIREMENTS

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GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

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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 number. Courses in the GER lists for Tier 2 Social Sciences and Humanities requirements may be used to fulfill both International Studies requirements and GER Tier 2 requirements in Social Sciences and Humanities.*

1. Complete 18 credits of required core courses: (18)

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	6

(Courses below that are in the list for Tier 2 GER Social Sciences may be used to fulfill both an International Studies degree requirement and the Tier 2 GER Social Sciences requirement.)

ANTH A250*	Rise of Civilization (3)	
GEOG/PS A327	Political Geography (3)	
GEOG A323	Economic Geography and the Global Economy (3)	
JUST A365	Comparative Justice Systems (3)	
PS A102*	Introduction to Political Science (3)	
PS A321	International Relations (3)	

Humanities and Fine Arts Selection	6

ART A262*	History of World Art II (3)	
ENGL A202*	Masterpieces of World Literature II (3)	
ENGL A343	Contemporary Literature (3)	
PHIL A212	History of Philosophy (3)	
THR A312*	Representative Plays II (3)	

Capstone Course Selection	3

HIST A390*	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: (12)

Russia Track (Language: Russian)

Russian Far East	3

HIST A330	Russia in East Asia (3)
or	
INTL A355	Russian Far East (3)

Russia Elective Course Selection

9

Either course above (over and above the 3 credits required) (3)	
ANTH A434	Peoples and Cultures of Northeast Asia (3)
ART A492	Art History Seminar (with topic 20th Century Russian Art: Symbolist Developments- Perestroika and Beyond) (3)
ECON/PS A418	Politics and Economics of the RFE (3)
GEOG A344	The Slavic World (3)
GEOG A447	The Silk Road (3)
HIST/RUSS A384	Russian Women (3)
HIST A423	Medieval Russian History (3)
HIST A424	Imperial Russian History (3)
HIST A425	Soviet Union (3)
HIST/RUSS A427*	Post-Soviet Culture and Society (3)
HIST A477	Senior Seminar in History (3) (with appropriate content)
HIST A486	Studies in Modern Europe (with appropriate content)
PS A312	Comparative Politics: Case Studies (3) (with Russia case)
PS A490	Studies in Politics (3) (with appropriate content)
PS A492	Senior Seminar in Politics (3) (with appropriate content)
RUSS A390	Selected Topics in Advanced Russian (3)
RUSS A490A	Selected Topics in Russian Culture (3)
RUSS A490B	Selected Topics in Russian Culture in Translation (3)
THR A490	Modern Russian Drama: Gogol to the Present (3)
Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on Russia. (3)	

Northeast Asia Track (Language: Chinese or Japanese)

INTL/HIST/PS A325 Northeast Asia in the 21 st Century	3

Northeast Asia Elective Course Selection

9

ANTH A434	Peoples and Cultures of Northeast Asia (3)
ART A366	History of Asian Art (3)
HIST A320	Rise, Fall, and Reinvention of the Samurai (3)
HIST A321	Modern China (3)
HIST A322	Modern Japan (3)
HIST A323	“Communist” China (3)
HIST A330	Russia in East Asia (3)
HIST A477	Senior Seminar in History (3) (with appropriate content)

JPN A310	Selected Topics in Advanced Japanese (3)
PHIL A313B	Eastern Philosophy and Religion (3)
PS A312	Comparative Politics: Case Studies (3) (with China, Japan cases)
PS A490	Studies in Politics (with appropriate content) (3)
PS A492	Senior Seminar in Politics (3) (with appropriate content)

Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on China or Japan. (3)

Europe Track (Language: French, German, Spanish)

HIST A316	Twentieth Century Europe (3)	3
European Elective Course Selection		9
ART A362	History of Modern Art (3)	
ART A363	History of Contemporary Art (3)	
ECON A360/HIST A360	Modern Economic History (3)	
ENGL A342	The Modernist Period (3)	
ENGL A343	Contemporary Literature (3) (if not taken as a core course)	
ENGL A440	Topics in 20 th Century Comparative Literature (3) (With approved topic)	
FREN A310	Selected Topics in Advanced French (3) (With approved topic)	
FREN A432	Studies of Literature and Culture (3) (With approved topic)	
GEOG A344	The Slavic World (3)	
GER A310	Selected Topics in Advanced German (3) (With approved topic)	
GER A490	Selected Topics in German Literature (3) (With approved topic)	
HIST A314	Nineteenth Century Europe (3)	
HIST A411	History of Modern Germany II (3)	
HIST A477	Senior Seminar (3) (with approved topic)	
HIST A486	Studies in Modern Europe (3)	
PS A311	Comparative Politics (3)	
PS A333	History of Political Philosophy II: Modern (3)	
SPAN A432	Studies in Literature and Culture (3) (With approved topic)	
SPAN A490	Selected Topics in Hispanic Culture and Civilization (3) (With approved topic)	
THR A412*	History of Theatre II	

Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on Europe. (3)

Canada Track (Language: French)

INTL A335* 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* Topics in National Literatures: Canadian Literature (3)

ENGL A371 Prose Nonfiction (3)

(With appropriate content)

FREN A432 Studies in Literature and Culture (3)

With the subtitle: French and Francophone Literatures

GEOG/HIST A345 Across this Land: The Historical Geography of North America (3)

GEOG A443 Northwest Passage: The Changing Canadian North (3)

Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on Canada. (3)

5. A total of 120 credits is required for the degree, of which 42 credits must be upper division, and 46 credits earned to meet the requirements of the major as specified above.

MINOR, INTERNATIONAL NORTH PACIFIC STUDIES

Students majoring in another subject and wishing to minor in International North Pacific Studies must complete the following requirements:

1. Complete the following courses:

9

INTL A335* Canada: Nation and Identity (3)

INTL/HIST/PS A325 Northeast Asia in the 21st Century (3)

HIST A330 Russia in East Asia (3)

or

INTL A355 Russian Far East (3)

2. Complete 8 credits of a language appropriate to the Canada, Northeast Asia, or Russia tracks of the Bachelor of Arts in International Studies. 8

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

4. A total of 20 credits is required for the minor.

MINOR, CANADIAN STUDIES

Students majoring in another subject and wishing to minor in Canadian Studies must complete the following requirements:

1. Complete the following course: 3
INTL A335* Canada: Nation and Identity (3)
4. Complete 8 credits of a language appropriate to the 8
Canada track of the Bachelor of Arts in International Studies.

Complete three elective courses from the Canada track of
the Bachelor of Arts in International Studies. 9
4. A total of 20 credits is required for the minor.

FACULTY

Susan Kalina, Chair, International Studies Program and Professor and Coordinator, Russian
General International Studies Advisor, afsmk@uaa.alaska.edu

Elizabeth Dennison, Professor, History
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Paul Dunscomb, Assistant Professor, History
Advisor: Northeast Asia Track, afped@uaa.alaska.edu

Hiroko Harada, Associate Professor and Coordinator, Japanese
Advisor: Northeast Asia Track, afhh@uaa.alaska.edu

Natasa Masanovic, Assistant Professor and Coordinator, German
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William Myers, Assistant Professor, History
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David Yesner, Professor, Anthropology, afdry@uaa.alaska.edu

Four Year Course Offering Plan

Program: International Studies: Canada Track

Implementation Date: F2007

Instruction: For each course and semester, enter one of the following:

- The name of the existing full-time faculty member, regular or term, expected to teach the course.
- NFTF for those courses expected to be delivered by new full-time faculty.
- ADJ for those courses expected to be delivered by adjunct faculty.

Course (Prefix and Number)	2007-2008			2008-2009			2009-2010			2010-2011		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
INTL A335		Van Dommelen			Van Dommelen			Van Dommelen			Van Dommelen	
ANTH A416					Hanson							
ANTH A435												
ANTH A437	Fast						Fast					
ANTH A439				Fast						Fast		
ENGL A305		Linton						Linton				
ENGL A371	Cason						Cason					
FREN A432	Rangarajan						Rangarajan					
GEOG/HIST A345				Van Dommelen						Van Dommelen		
GEOG A443				Van Dommelen								

UAA Bachelor of Arts in International Studies—Faculty Planning Table
Canada Track

Faculty Name, Highest Degree	Areas of expertise	Courses/Credits- Fall	Courses/Credits - Spring	Semester of Hire
Jacqueline Cason, Ph.D., University of Arkansas, Fayetteville	English Scientific and research writing, writing across the curriculum, digital media and technology, advanced composition, and nonfiction writing.	ENGL A371 3 cr.		Assistant Professor
Phyllis Fast Ph.D., Harvard University	Anthropology North American Natives, Alaska Native art, anthropology of art, gender and culture studies.	ANTH A437 3 cr. ANTH A439 3 cr.		Assistant Professor
Daine Hanson Ph.D., Simon Fraser University	Anthropology Archeology, Northeast Pacific Coast Archeology, Zooarcheology, and Cultural Resource Management.		ANTH A416 3 cr.	Assistant Professor
Steve Langdon, PhD., Stanford University	Anthropology Ecological Anthropology, Economic Anthropology, Ethnohistory, Maritime societies, policy, theory, Alaska, Northwest Coast, North America.			Professor
Patricia Linton, Ph.D., Indiana University of Pennsylvania	English 20 th Century and contemporary fiction, film, and narrative theory.		ENGL A305 3 cr.	Professor
Sudarsan Rangarajan, Ph.D., Florida State University	French 20 th Century French and Francophone Literatures.	FREN A432 3 cr.		Assistant Professor
Dorn Van Dommelen, Ph.D., University of Toronto	Geography Historical Geography, North America and the North Atlantic, and Settlement Geography.	GEOG/HIST A345 3 cr. GEOG A 443	INTL A335 3 cr.	Professor

David Yesner Ph.D., University of Connecticut	Anthropology and Human Ecology; Northeast Asia and Russian Far East			Professor

Four Year Course Offering Plan

Program: International Studies: Europe Track

Implementation Date: Fall 2007

Instruction: For each course and semester, enter one of the following:

- The name of the existing full-time faculty member, regular or term, expected to teach the course.
- NFTF for those courses expected to be delivered by new full-time faculty.
- ADJ for those courses expected to be delivered by adjunct faculty.

Course (Prefix and Number)	2007-2008			2008-2009			2009-2010			2010-2011		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
HIST A316		Myers			Myers			Myers			Myers	
ART A362	Licka	Licka		Licka	Licka		Licka	Licka		Licka	Licka	
ART A363	Licka						Licka					
ECON/HIST A360	Huskey			Huskey			Huskey			Huskey		
ENGL A342		Crosman			Crosman			Crosman			Crosman	
ENGL A343	Linton			Linton			Linton			Linton		
FREN A310												
FREN A432	Rangarajan	Rangarajan		Rangarajan	Rangarajan		Rangarajan	Rangarajan		Rangarajan	Rangarajan	
GEOG 344	Carper						Carper					
GER A310	Masanovic			Masanovic			Masanovic			Masanovic		
GER A490		Masanovic			Masanovic			Masanovic			Masanovic	
HIST A314				Myers						Myers		
HIST A411		Myers					Myers					
HIST A477		Myers					Myers				Myers	
HIST A486					Myers							
PS A311	New Hire			New Hire			New Hire			New Hire		
PS A333		Muller			Muller			Muller			Muller	
SPAN A432	Fagan			Fagan			Fagan			Fagan		
THR A412		Edgecombe			Edgecombe			Edgecombe			Edgecombe	

UAA Bachelor of Arts in International Studies—Faculty Planning Table
Europe Track

Faculty Name, Highest Degree	Areas of expertise	Courses/Credits- Fall	Courses/Credits - Spring	Semester of Hire
Mark Carper, Ph.D., University of Kansas	Geography; Russian and East European Studies; Societal Response to Political and Economic Change and Environmental Risk	GEOG A344 3 cr.		Assistant Professor
Robert Crosman, Ph.D., Columbia Univeristy	Shakespeare; Milton; Renaissance and 17 th c. lit.; Joyce; Modernism; 20 th c. lit.; Reader Response Criticism		ENGL A342 3 cr.	Professor
David Edgecombe, Ph.D., Kent State University	Theatre History; Directing; Modern Russian Drama	THR A412 3 cr.	THR A412 3 cr.	Professor
Patricia Fagan, Ph.D., Boston College	Hispanic Literature and Culture, Spanish Linguistics		SPAN A490 3 cr.	Assistant Professor
Lee Huskey, Ph.D., Washington University	Economics	ECON A360 3 cr.		Professor
Sean Licka, Ph.D., University of Washington	Art History; Asian Art; Russian Art	ART A362 3 cr. ART A363 3 cr.	ART A362 3 cr.	Professor
Francisco Miranda, Ph.D., Yale University	Spanish Language and Literature; Medieval Spanish literature and culture; Early Modern and Renaissance Spain			Associate Professor
Patricia Linton, Ph.D., Indiana University of Pennsylvania	English, 20 th Century and contemporary fiction; film; narrative theory	ENGL A343 3 cr.		Professor
Natasa Masanovic, Ph.D., Purdue University	German Language and Literature; Comparative Literature	GER A201 4 cr. GER A310 3 cr.	GER A202 4 cr. GER A490 3 cr.	Assistant Professor
James Muller, Ph.D., Harvard University	Political Science; Churchill		PS A333 3 cr.	Professor
William Myers, Ph.D., University of Colorado Boulder	European History; Fascism and Nazism; Revolution	HIST A314 3 cr., HIST 411 3 cr., HIST A477 3 cr., A486 3 cr.	HIST A316 3 cr., HIST A411 3 cr., HIST A477 3 cr., HIST A486 3 cr.	Assistant Professor
Sudarsan Rangarajan, Ph.D., Florida State University	French Language and Literature; 20 th Century French and Francophone Literatures.	FREN A201 4 cr., FREN A432 3 cr.	FREN A202 4 cr., FREN A432 3 cr.	Assistant Professor

Curriculum Coordination Form

Notification Date: February 18, 2007

Initiating unit: International Studies

Affected unit(s): Anthropology, Art, Economics, English, Geography, History, Justice, Languages, Philosophy, Political Science, Theatre

Course Prefix and Number:

Previous Prefix and Number:

Complete Course/Program Title: BA in International Studies

Previous Course/Program Title: BA in International Studies

Description of Action: Faculty Listserve

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: International Studies BA

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Judith Green, Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.
 1. The program incorporates already existing courses.
 2. International Studies will continue to work with the Consortium Library to update the collection.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course International Studies BA

3. Course Prefix

4. Course Number

5. Implementation Date F07

6. Type of Action and Category

☐ Course addition

☐ Course change

☐ Program addition

☒ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☐ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: The Canada and Europe tracks incorporate courses that are already in the catalog and regularly offered by the disciplines. The Canadian Studies minor draws on the same courses.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

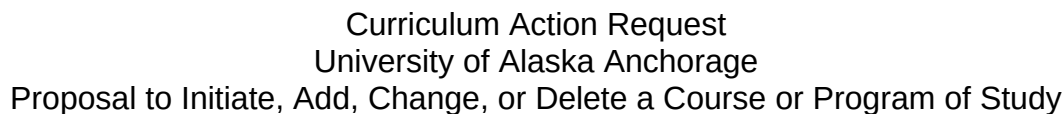
Date

_____ Approved

_____ Disapproved

Provost

Date



____ Initiator (faculty only) _____ Date _____

____ Approved
____ Disapproved: _____

____ Department Chairperson _____ Date _____

____ Approved
____ Disapproved: _____

____ Curriculum Committee Chairperson _____ Date _____

489 Date

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

I. Date Initiated February 22, 2007

II. Course Information

College/School: College of Business and Public Policy

Department: Accounting

Program: Associate in Applied Science, Accounting

Course Title: Income Tax Preparation

Course Number: A210

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A - F

Course Description: Preparation of individual income tax returns, manually and computerized (using the latest in tax preparation software). Tax research and tax planning with emphasis on primary and administrative sources of income tax law. Emphasis is on the sources and interpretation of the tax laws and principles as well as how they apply to individuals.

Course Prerequisites: [(ACCT A101 and A102) or ACCT A201] and CIS A110.

Registration Restrictions: N/A

Fees: Standard CBPP computer lab fee and a special tax service subscription fee.

III. Course Activities

- A. Discussion and lecture
- B. Guest speakers
- C. Software instruction
- D. Tax return preparation project

IV. Guidelines for Evaluation

- A. Homework
- B. In-class assignments
- C. Comprehensive income tax returns
- D. Tax planning and research projects
- E. Written exams

V. Course Level Justification

Deals with Federal Income Tax Law, *stare decisis* common law, IRS publications and how they apply to a taxpayer in the preparation of their tax return. Course requires 100/200-level prerequisites.

VI. Outline

- A. Working with Tax Law/Research
 - 1. Tax administration
 - 2. Tax sources
 - 3. Tax services and Internet income tax websites
- B. Individual Income Tax Return
 - 1. History and objectives of the tax system
 - 2. Reporting and taxable entities
 - 3. Tax formula
 - 4. Personal and dependency exemptions
 - 5. Standard deduction
- C. Gross Income
 - 1. Nature of gross income
 - 2. Income sources
 - 3. Items specifically included in gross income
 - 4. Items specifically excluded from gross income
 - 5. Statutory authority
- D. Tax Preparation Software
 - 1. Individual forms 1040EZ, 1040A, 1040
 - 2. Form 1040 schedules and related forms
 - 3. Income tax return preparation
- E. Business Expenses and Retirement Plans
 - 1. Rental expenses and losses
 - 2. Passive loss limitations
 - 3. Inventories
 - 4. Net operating losses
 - 5. Individual retirement accounts, Keogh plans, Simplified Employee Pension (SEP) Plan, qualified retirement plans
 - 6. Rollovers
 - 7. Income tax return preparation
- F. Self-employed and Employee Expenses
 - 1. Travel and transportation
 - 2. Office in the home
 - 3. Entertainment
 - 4. Education expenses
 - 5. Schedule C: sole proprietorships
 - 6. Income tax return preparation

- G. Itemized Deductions and Other Incentives
 - 1. Medical expenses, taxes, interest, contributions, casualty losses, and miscellaneous deductions.
 - 2. Moving expenses
 - 3. Hobby losses
 - 4. Educational incentives
 - 5. Income tax return preparation
- H. Credits and Special Taxes
 - 1. Child tax credit, earned income credit, dependent care credit, foreign tax credit, and adoption credit
 - 2. Alternative minimum tax
 - 3. Unearned income of minor children
 - 4. Community property
 - 5. Income tax return preparation
- I. Accounting Periods and Depreciation Methods
 - 1. Accounting periods and methods
 - 2. Depreciation and cost recovery
 - 3. Amortization and intangibles
 - 4. Depletion and natural resources
 - 5. Related parties limitations
 - 6. Income tax return preparation
- J. Property Transactions
 - 1. Determining gain or loss
 - 2. Like-kind exchange
 - 3. Sale of residence
 - 4. Capital gains and losses
 - 5. Involuntary conversions
 - 6. Section 1231 gains and losses
- K. Tax Administration and Tax Planning
 - 1. The Internal Revenue Service
 - 2. The audit process
 - 3. Preparers, proofs, and privilege
 - 4. Tax planning

VII. Suggested Texts

Whittenburg, G. E. and Altus-Buller, M. (2007). *Income tax fundamentals (25th ed.)*. Mason, OH: Thomson Southwest

VIII. Bibliography

CCH Tax Research Home Page: <http://tax.cchgroup.com>

Internal Revenue Service. (2006). *Publication 17. Your federal income tax return*

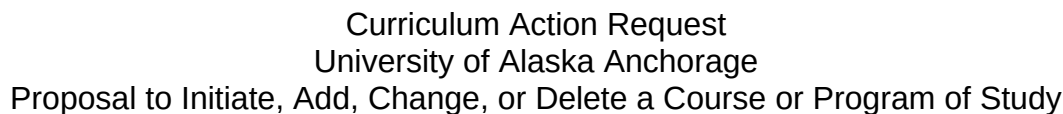
Internal Revenue Service. (2006). *Publication 34, Small business tax guide*

Internal Revenue Service Home Page: <http://www.irs.gov>

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Explain the areas where the U.S. tax code and generally accepted accounting principles differ.
2. Explain the effects of taxation on business and personal financial matters.
3. Describe the implications of evolving tax law on society in general and on the individual's finances specifically.
4. Demonstrate the use of tax preparation software and comprehensive tax services materials.
5. Facilitate students in making informed decisions on tax issues and tax preparation matters.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Effectively utilize a comprehensive research service in the research of tax problems.	Homework, in-class assignments
2. Prepare an individual Federal income tax return.	Homework, in-class assignments, comprehensive tax return
3. Provide tax planning and tax strategies to minimize tax liability.	Homework, in-class assignments, tax planning and research projects
4. Apply the fundamentals of tax law and tax procedures.	Homework, in-class assignments, comprehensive tax returns, and written exams.



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

I. Date Initiated March 2, 2007

II. Course Information

College/School: College of Business and Public Policy
Department: Accounting
Program: Associate of Applied Science, Accounting
Course Title: Introduction to Computerized Accounting
Course Number: ACCT A222
Credits: 3.0
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A - F
Course Description: Introduction to processing accounting information using commercial accounting software. Illustrates conversion from manual to computerized accounting system; includes maintenance of chart of accounts and all master files; processing sales, receivables, and cash receipts, purchases, payables, and cash payments; preparation of financial statements and other reports. This course includes only minimal coverage of the payroll function.
Course Prerequisites: [(ACCT A101 & A102) or ACCT A201] and CIS A110
Registration Restrictions: None
Fees: Standard CBPP computer lab fee; Accounting material fee

III. Course Activities

- A. Lectures
- B. Software demonstrations
- C. In-class tutorials
- D. End of chapter exercises

IV. Guidelines for Evaluation

- A. Homework assignments
- B. End-of-chapter problems
- C. Quizzes
- D. Comprehensive project
- E. Final exam

V. Course Level Justification

This course uses knowledge gained in principles of financial accounting courses to explain and demonstrate how to process and report accounting information using commercial accounting software.

VI. Outline

A. Introduction

1. Accounting and transaction cycles
2. Internal control and data security
3. Introduction to accounting software

B. Accounting for Service Businesses

1. Sales, receivables, and customer master files
2. Purchases, payables, vendor master files
3. Cash receipts and disbursements
4. End-of-period adjustments
5. Financial reporting

C. Accounting for Merchandising Businesses

1. Sales, receivables, and sales item master files
2. Purchases, payables, and inventory master files
3. Cash receipts and disbursements
4. End-of-period adjustments
5. Financial reporting

D. Payroll

1. Create a paycheck
2. Edit an employee master file
3. Payroll reporting

E. Computerizing a manual accounting system

1. Preparing for conversion
2. Creating a new company
3. Setting up chart of accounts and opening balances
4. Setting up customers, vendors, inventory, and sales data
5. Processing transactions and analyzing results

VII. Suggested Text

Horne, J. (2006). *QuickBooks Pro 2006, a complete course*. Englewood Cliffs, NJ: Prentice Hall.

VIII. Bibliography

Arens A., & Ward, D. (2006). *Computerized accounting using Great Plains Dynamics*. Okemos, MI: Armond Dalton.

Craig, A. J. (2007). *QuickBooks in the classroom*. Mountain View, CA: Intuit.

Hall J. A. (2007). *Accounting information systems* (5th ed.). Mason, OH: Thomson Southwestern.

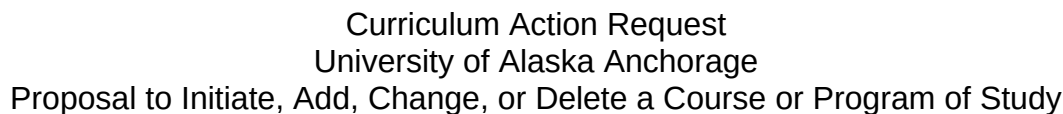
- Moscove, N., Simkin, A. & Norman, C. (2005). *Core concepts of accounting information systems* (9th ed.). Hoboken, NJ: John Wiley & Sons.
- Ulmer MI. (2005). *Computer accounting with QuickBooks Pro*. New York: McGraw-Hill Irwin.
- Villani, K., & Rosa, J. B. (2006). *Computerized accounting with QuickBooks Pro*. St Paul MN: EMC Paradigm.
- Yacht, C. (2006). *Computer accounting with Peachtree*. New York: McGraw-Hill Irwin.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:	
1. Review the accounting cycle and the operation of an accounting system.	
2. Discuss the importance of internal control and data security in a computerized accounting environment.	
3. Demonstrate the process to add or edit data in the chart of accounts, customer, and vendor master files.	
4. Illustrate the processing of transactions for a service business and the preparation of financial reports.	
5. Demonstrate the process to add or edit data in the sales item and inventory item master files.	
6. Illustrate the processing of transactions for a merchandising business and the preparation of financial reports.	
7. Provide an overview of the payroll function in a computerized accounting system.	
8. Discuss the issues and illustrate the steps involved in converting from a manual accounting system to a computerized system.	

B. Student Outcomes. Students will be able to:	Assessment Method
1. Identify the major components of an accounting system and the importance of internal control and data security	Homework, quiz, final exam
2. Maintain the chart of accounts, set up customer and vendor files, and process transaction for a service business	Homework, quiz, comprehensive project, end-of-chapter problems, final exam

3. Set up sales item and inventory item files and process transactions for a merchandising business	Homework, quiz, comprehensive project, end-of-chapter problems, final exam
4. Analyze unadjusted account balances and prepare end of period adjusting entries	Homework, quiz, comprehensive project, end-of-chapter problems, final exam
5. Produce, edit, and analyze various financial reports	Homework, quiz, comprehensive project, end-of-chapter problems
6. Utilize the basic features of the payroll function in a computerized accounting system	Homework
7. Set up a new company and convert the manual accounting records to a computerized accounting system	Homework, quiz, comprehensive project, end-of-chapter problems



_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

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

I. Date Initiated April 11, 2007

II. Course Information

College/School: College of Business and Public Policy

Department: Accounting

Program: Associate of Applied Science, Accounting

Course Title: Payroll Accounting

Course Number: ACCT A225

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A - F

Course Description: Introduces students to the federal and state laws and regulations that affect payroll and employment practices. Topics covered include calculation of wages, withholding taxes, health, retirement, and other voluntary deductions and preparation of payroll tax reports. Also includes recording and posting payroll information to accounting records.

Course Prerequisites: [(ACCT A101 and ACCT A102) or ACCT A201] and CIS A110

Registration Restrictions: None

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lecture
- B. Guest speakers
- C. In-class exercises

IV. Guidelines for Evaluation

- A. Chapter quizzes
- B. Homework
- C. Manual payroll project
- D. Computerized payroll project
- E. Comprehensive exam

V. Course Level Justification

This course covers the application of federal and state laws and regulations to the calculation and reporting of payroll transactions. It requires an understanding of principles of financial accounting. This course requires 100-level prerequisites.

VI. Outline

- A. Introduction to the Payroll Process and Profession
 - 1. Overview of federal laws that impact payroll practice
 - 2. Overview of state laws that impact payroll practice
- B. Computing Wages and Salaries
 - 1. Minimum wage and overtime laws
 - 2. Recording employee time worked
 - 3. Computing regular and overtime wages
- C. Federal Payroll Taxes
 - 1. Social Security
 - 2. Federal income tax
 - 3. Federal unemployment taxes
 - 4. Depository requirements
 - 5. Reporting requirements
- D. State and Local Payroll Taxes
 - 1. State unemployment taxes
 - 2. State and local income taxes
 - 3. Depository and reporting requirements
 - 4. Presentation by Alaska Department of Labor
- E. Other Payroll Deductions and Taxes
 - 1. Worker's Compensation
 - 2. Health insurance, group term life insurance
 - 3. Retirement programs
 - 4. Cafeteria plans
 - 5. Garnishments and child support deductions
 - 6. Presentation by retirement professional
- F. Accounting for Payroll
 - 1. Completing the payroll register
 - 2. Making the payroll journal entry
 - 3. Posting the employee earnings record
 - 4. Posting the general ledger
 - 5. Recording the deposits and other payments
- G. Introduction to Manual Payroll Project
- H. Introduction to Payroll Computer Software
 - 1. Setting up payroll taxes and other deductions
 - 2. Setting up wage categories and general ledger accounts
 - 3. Setting up employee master files
 - 4. Calculating employee paychecks
 - 5. Editing and printing Payroll Reports
- I. Computerized Payroll Project

VII. Suggested Text

Bieg, B. J. (2007). *Payroll accounting*. Mason, OH: Southwestern.

VIII. Bibliography

Alaska Department of Labor and Workforce Development (2006). *Employment practices and working conditions*. Juneau, Alaska.

Alaska Department of Labor and Workforce Development (2006), *Alaska employment security tax handbook*. Juneau Alaska.

American Payroll Association (2007). (APA), *Federal payroll tax laws and regulations*. San Antonio: APA.

American Payroll Association (2007). *Federal payroll non-tax laws and regulations*. San Antonio: APA.

Haddock, D. M., & Cohen, S. (2006). *Payroll records and procedures (5th ed.)*. New York: Glencoe-McGraw Hill.

Internal Revenue Service. (2007). *Circular E, employer's tax guide*.

O'Toole, M. (2007). *The payroll source*. San Antonio, TX: APA.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Introduce the students to the major laws and regulations affecting the payroll profession.
2. Illustrate the calculation of regular and overtime wages for a variety of methods and pay periods.
3. Explain the withholding, depository, and reporting requirements for Social Security and federal and state income taxes.
4. Explain the withholding, depository, and reporting requirements for federal and state unemployment taxes.
5. Introduce students to a variety of other, non-tax payroll deductions.
6. Explain and illustrate how payroll information is entered into the accounting records.
7. Introduce and demonstrate the procedures to set up and process payroll transactions and reports in commercial accounting software.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Apply the federal and Alaska minimum wage, overtime, and child labor laws	Homework, chapter quiz, comprehensive exam
2. Calculate regular wages and overtime wages for a variety of payroll periods and systems	Homework, chapter quiz, payroll projects, comprehensive exam
3. Calculate the employee withholdings and comply with depository requirements and reporting requirements for federal income taxes, Social Security taxes and state unemployment taxes	Homework, chapter quiz, payroll projects, comprehensive exam
4. Comply with the depository and reporting requirements for employer payroll taxes such as Social Security and federal and state unemployment	Homework, chapter quiz, payroll projects, comprehensive exam
5. Apply other types of taxable and nontaxable payroll withholdings such as union dues, health and retirement benefits, cafeteria plans, 401(k) and simplified employee pension (SEP) plans, and garnishments	Chapter quiz, comprehensive exam
6. Demonstrate their ability to calculate gross pay and all withholdings and maintain all payroll records for a small business	Payroll projects
7. Demonstrate the ability to set up all employee and tax files and maintain all payroll records for a small business using a computerized accounting software	Computerized payroll project



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP		1c. Department Accounting	
2. Course Prefix ACCT	3. Course Number A230	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Workpaper Preparation and Presentation (Wkpaper Prep & Presentation) Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☒ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course outline ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions				9. Repeat Status No # of Repeats Max Credits	
				10. Grading Basis ☒ A-F ☐ P/NP ☐ NG	
				11. Implementation Date semester/year From: Fall/2007 To: /9999	
				12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course Associate of Applied Science, Accounting					
14. Coordinate with Affected Units: Listserv Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Emphasizes preparation and analysis of workpapers to support year-end corporate financial statements. Includes an in-depth analysis of major balance sheet accounts and a study of financial statement presentation formats and requirements.					
17a. Course Prerequisite(s) (list prefix and number) ACCT A101, A102, A222, and CIS A110		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) N/A			
18. ☒ Mark if course has fees standard CBPP lab fee					
19. Justification for Action The course prerequisites were changed to ensure that the students have the requisite understanding of the accounting cycle, as well as a familiarity with accounting and spreadsheet software to help them successfully complete the semester-long project.					

Initiator (faculty only)

Date

Approved

Disapproved:

Date

Department Chairperson

Date

Approved

Disapproved:

Date

Curriculum Committee Chairperson

Date

Approved

Disapproved:

Date

Dean/Director of School/College

Date

Approved

Disapproved:

Date

Undergraduate or Graduate
Academic Board Chairperson

Date

Approved

Disapproved:

Date

Provost or Designee

Date

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

- I. Date Initiated** April 11, 2007
- II. Course Information**
- College/School:** College of Business and Public Policy
Department: Accounting
Program: Associate of Applied Science, Accounting
Course Title: Workpaper Preparation and Presentation
Course Number: ACCT A230
Credits: 3.0
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6-9 hours outside of class per week x 15 weeks = 90 to 135 hours
Grading Basis: A - F
Course Description: Emphasizes preparation and analysis of workpapers to support year-end corporate financial statements. Includes an in-depth analysis of major balance sheet accounts and a study of financial statement presentation formats and requirements.
Course Prerequisites: ACCT A101, ACCT A102, ACCT A222, and CIS A110
Registration Restrictions: None
Fees: Standard CBPP computer lab fee
- III. Course Activities**
- A. Discussion
 - B. In-class exercises
 - C. Semester-long project developing complete workpaper file
 - D. Preparation of financial statements and footnotes
- IV. Guidelines for Evaluation**
- A. Manual practice set
 - B. Comprehensive semester-long project
 - C. Quizzes
 - D. In-class exercises
- V. Course Level Justification**
- The course draws from concepts developed in previous accounting courses and prepares students for job-oriented tasks associated with the preparation of year-end working papers to support the financial statements. Students will be required to trace transaction data through the accounting system, which requires a strong understanding of the accounting cycle and familiarity with accounting software packages.

VI. Outline

- A. Introduction to Financial Statement Preparation
 - 1. History of accounting standard setting process
 - 2. Overview of the financial statement process
 - 3. Financial statement formats
 - 4. Cash vs. accrual basis of accounting
 - 5. Preparation of a working trial balance
- B. Analyze Current Asset Accounts
 - 1. Internal control and cash
 - 2. Accounts receivable and bad debt expense
 - 3. Prepaid assets
 - 4. Inventory
- C. Analyze Property, Plant, and Equipment Accounts
 - 1. Financial accounting vs. tax methods of depreciation
 - 2. Salvage value and useful life determination
 - 3. Land
 - 4. Buildings
 - 5. Equipment
- D. Analyze Liabilities
 - 1. Current vs. long-term liabilities
 - 2. Accounts payable
 - 3. Accrued liabilities
 - 4. Dividends payable
 - 5. Notes and mortgages payable
 - 6. Contingent liabilities
- E. Analyze Owner Equity Accounts
 - 1. Sole proprietorships and partnerships
 - 2. Corporations
 - 3. Retained earnings
 - 4. Dividends declared
- F. Financial Statement Preparation and Analysis
 - 1. Compilations, reviews, and audits
 - 2. Comparative balance sheet
 - 3. Comparative income statement
 - 4. Comparative statement of retained earnings
 - 5. Comparative statement of cash flows
 - 6. Financial statement analysis techniques
 - 7. Financial statement disclosures

VII. Suggested Texts

Any current introductory financial accounting text.

VIII. Bibliography

Pallais, D. (2003). *Workpaper documentation – a CPE self-study course*, New York: American Institute of Certified Public Accountants.

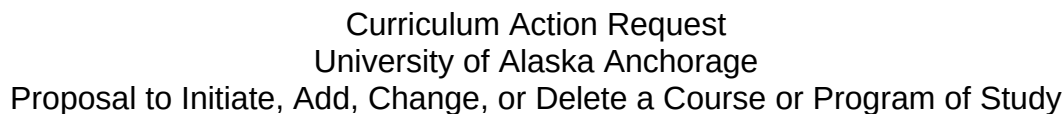
Reilly, C. E. (2005). *Working paper review*, New York: American Institute of Certified Public Accountants.

Weygandt, J., Kieso, D. E., & Kimmel, P. D. (2005). *Principles of financial accounting*, Hoboken, NJ: John Wiley & Sons, Inc.

IX. Instructional Goals and Student Outcomes

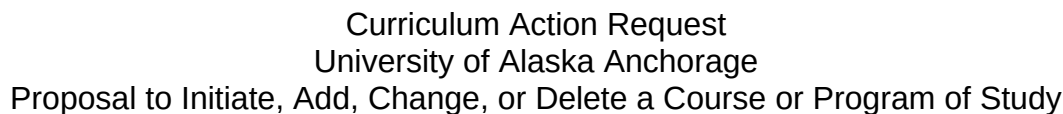
A. Instructional Goals. The instructor will:
1. Discuss the history of the accounting standard-setting process, and the similarities and differences between compilations, reviews, and audits.
2. Present and review the various types and formats of financial statements: balance sheet, income statement, statement of retained earnings, and statement of cash flows.
3. Demonstrate the process for reviewing and analyzing transactions, including the tracing of information through the accounting system using journals and ledgers.
4. Discuss and provide examples of documentation and communication of financial information.
5. Explain the process of converting cash basis accounting data to accrual basis financial statements.
6. Explain the various workpaper presentation methods available to document the analysis and adjustments of, cash, receivables, inventory, prepaid expenses, property, plant, and equipment, current liabilities, long-term liabilities, and owner equity.
7. Discuss the requirements for the preparation of financial statements and footnotes.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Discuss the reporting differences between compilations, reviews, and audits	Quiz, comprehensive semester-long project
2. Demonstrate an understanding of the accounting cycle and the role ledgers and journals play in documenting transactions	Quiz, manual practice set
3. Analyze account balances, using supporting documentation and information contained in journals and ledgers.	Quiz, in-class exercise, comprehensive semester-long project
4. Prepare appropriate documentation to support account balances	Comprehensive semester-long project
5. Communicate results of account analysis through workpaper preparation techniques	Comprehensive semester-long project
6. Convert cash basis data to accrual basis financial statements	Quiz, in-class exercise, comprehensive semester-long project
7. Convert accrual basis information to cash flow information	Quiz, in-class exercise, comprehensive semester-long project

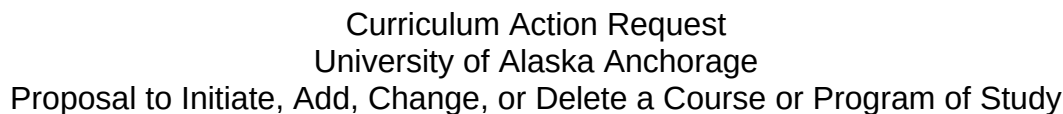


Initiator (faculty only)		Date
☐ Approved ☐ Disapproved:		
Department Chairperson		Date
☐ Approved ☐ Disapproved:		
Curriculum Committee Chairperson		Date

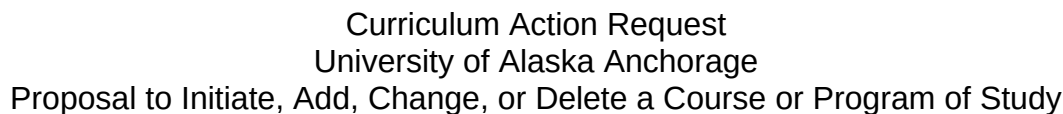
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_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____



_____ Initiator (faculty only) _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____
_____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
_____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____



_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Provost or Designee _____ Date _____

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

I. Date Initiated April 11, 2007

II. Course Information

College/School: College of Business and Public Policy
Department: Computer Information Systems
Program: BBA in all CBPP majors; BS, Aviation Technology
Course Title: Computer Concepts in Business
Course Number: CIS A110
Credits: 3.0
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
Approximately 6 – 9 outside of class per week x 15 weeks =
90 – 135 hours
Grading Basis: A - F
Course Description: Introduction to computing concepts and productivity software from an end user's perspective. Course covers hardware, software, the information processing cycle, beginning programming concepts, and personal computer software packages. The course emphasizes solving business problems using spreadsheet and database applications
Course Prerequisites: None.
Registration Restrictions: The following are recommended: MATH A105, CIS A105, familiarity with personal computers and basic software applications, and keyboarding of at least 30 wpm. It is assumed that students have completed a college preparation curriculum in high school including a minimum of three years of mathematics.
Fees: Standard CBPP computer lab fee.

III. Course Activities

- A. Lectures and discussions
- B. Instructor-led demonstrations
- C. Computer labs
- D. Exams, homework, and quizzes

IV. Guidelines for Evaluation

- A. Homework assignments
- B. On-line review activities
- C. Quizzes
- D. Written exams
- E. Practicum exams
- F. Portfolio projects

V. Course Level Justification

CIS A110 is an introductory level computer concepts and end-user focused software applications course. The curriculum emphasizes problem-solving with the use of the computer as a tool to assist in real-world business situations.

VI. Outline

A. Computing Concepts

1. Understanding computers and the Internet
2. Ethical computer usage
3. System software – the operating environment
4. Application software – productivity tools
5. The system unit
6. Input, output, and storage
7. File management
8. Networks – communicating and sharing resources
9. The Internet, the World Wide Web, and e-commerce
10. Privacy and security
11. Understanding databases
12. Multimedia and virtual reality

B. Operating System Software Basics

C. Application Software

1. Spreadsheet application tool
 - a. Spreadsheet basics
 - b. Business graphs
 - c. Functions and formulas
 - d. Advanced spreadsheet features
2. Relational database application tool
 - a. Database tables, queries, forms, and reports
 - b. Advanced database features
3. Word processing application tool
 - a. Word processing basics
 - b. Advanced word processing features
4. Presentation application tool – graphic presentation basics

VII. Suggested Texts

Evans, A., Martin, K., & Poatsy, M.A. (2006). *Technology in Action (Third Edition), Introductory*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Grauer, R. T., & Barber, M. (2006). *Microsoft® Office 2003 PLUS Edition (with additional Excel and Access coverage)*. Upper Saddle River, NJ: Pearson/Prentice-Hall.

VIII. Bibliography

- Atkinson, C. (2005). *Beyond Bullet Points: Using Microsoft® PowerPoint to Create Presentations That Inform, Motivate, and Inspire*. Redmond, WA: Microsoft Press.
- Frye, C. (2004). *Microsoft® Office 2003 Step by Step*. Online Training Solutions, Inc.
- Jennings, R. (2004). *Special Edition Using Microsoft® Office Access 2003*. Que Publishing.
- McFedries, P. (2005). *Computers Simplified*. Hoboken, NJ: Wiley Publishing Inc.
- Millhollen, M., and Murray, K. (2004). *Microsoft® Office Word 2003 Inside Out*. Redmond, WA: Microsoft Press.
- Walkenbach, J., (Editor) (2003). *Excel 2003 Bible*. Indianapolis, IN: Wiley Publishing, Inc.
- White, R., & Downs, T. E. (2005). *How Computers Work*. Que Publishing.
- Young, M. J., & Halvorson, M. (2004). *Microsoft® Office Inside Out*. Redmond, WA: Microsoft Press.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Provide students with an exposure to basic computer concepts involving the components of a business computer system.
2. Provide students with hands-on experiences using basic personal computer applications utilizing operating system, spreadsheet, database, word processing, and presentation software.
3. Provide students with a brief introduction to programming concepts and demonstrate a simple program development and/or coding exercise.
4. Present all information with an emphasis on the development of business problem-solving skills.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Identify, define, and describe major computer system hardware components, input and output devices, and major networking, telecommunications, and data communications technologies.	On-line review activities, quizzes, and written exams
2. Identify, define, and describe operating systems software and applications software as well as provide examples of different programming languages.	On-line review activities, quizzes, and written exams

3. Use prominent operating system software to create, save, move, copy, delete, and rename files.	Homework assignments, written exams, practicum exams, and portfolio projects
4. Use prominent spreadsheet application software to build and format basic business application spreadsheets, perform “what-if” analysis on data, create and modify charts, utilize functions and formulas, sort and filter data, plan and create macros, and generate pivot tables.	Homework assignments, written exams, practicum exams, and portfolio projects
5. Summarize the basic guidelines for designing small databases plus explain general rules for structuring tables and queries.	Homework assignments and written exams
6. Use prominent database application software to create a new database, enter and edit data using appropriate data types and field properties, create and modify forms, create and modify reports, create and modify queries, and create and use calculated controls and command buttons.	Homework assignments, written exams, practicum exams, and portfolio projects
7. Use prominent word processing application software to create and edit documents, apply formatting, work with graphics, modify page layouts, create a table of contents, apply footnotes, and create, edit, and format tables.	Homework assignments, written exams, practicum exams, and portfolio projects
8. Use prominent presentation application software to create and view presentation files, insert and modify text and graphics on slides, apply and change presentation designs and slide layouts, add animation effects, and utilize various printing options for presentation material.	Homework assignments, written exams, practicum exams, and portfolio projects

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

College of Business & Public Policy

Program/Course Title: CIS A110, Computer Concepts in Business

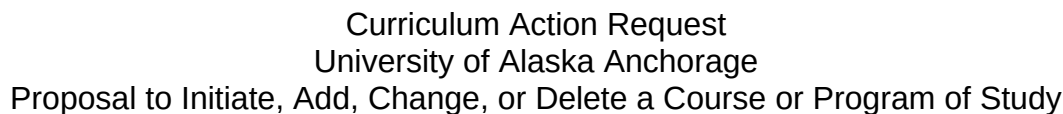
1. Please identify the library liaison consulted in preparation of this proposal.

Name: Trina Carter, Head of Reference/Assoc. Professor, LIB 116, Phone: 786-1846, Fax: 786-6050, afcc@uaa.alaska.edu

2. Please list any new library resource and/or information that you recommend to support this course/program change.

None will be needed to support this course.

Initiator signature



____ Initiator (faculty only) _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Department Chairperson _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Curriculum Committee Chairperson _____ Date _____

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

☐ Approved
☐ Disapproved: _____
 Undergraduate or Graduate Academic Board Chairperson _____ Date _____

☐ Approved
☐ Disapproved: _____
 Provost or Designee _____ Date _____

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

I. Date Initiated April 11, 2007

II. Course Information

College/School: College of Business and Public Policy
Department: Computer Information Systems
Program: Bachelor of Business Administration (BBA) in
Management Information Systems (MIS);
Associate of Applied Science (AAS) in Business Computer
Information Systems (BCIS); Minor in MIS
Course Title: Managing Data Communications and Computer Networks
Course Number: CIS A345
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
Approximately 6 to 10 hours outside of class per week x 15
weeks = 90 to 150 hours
Grading Basis: A-F
Course Description: Introduces the rapidly changing environment of data
communications over local area networks and over switched and private voice
lines. Focuses on the control and management of data in a distributed
environment, the technology issues associated with data communications, and
current trends in the industry.
Course Prerequisites: CIS A185
Registration Restrictions: College of Business & Public Policy majors must be
admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Lab assignments
- C. Project assignments
- D. Exams and quizzes

IV. Guidelines for Evaluation

- A. Exams and quizzes
- B. Lab assignments
- C. Oral presentation
- D. Research paper
- E. Project

V. Course Level Justification

This is an upper-division class that analyzes a wide range of data communications notions. The lectures show highly technical diagrams which highlight the interactions among communications devices, communications systems and telecommunications professionals. Students are expected to be familiar with computer use, including operating systems and computer programming, and are expected to integrate this knowledge to understand how the computers exchange data.

VI. Outline

- A. Historical Perspective on Communications, Information Systems and Data Networks
- B. TCP/IP Layer Model
 - 1. Application layer
 - 2. Physical layer
 - 3. Datalink layer
 - 4. Network and transport layers
- C. Local Area Networks
 - 1. Wired LANs
 - 2. Wireless LANs
- D. Backbone Networks
- E. Metropolitan Networks
- F. Wide Area Networks
- G. The Internet
- H. Network Security
- I. Network Design
- J. Network Management

VII. Suggested Text

FitzGerald, J. & Dennis, A. (2007). *Business Data Communications and Networking* (9th ed.). New York: John Wiley and Sons, Inc.

VIII. Bibliography

Carr, H. H. & Snyder, C. A. (2003). *Management of Telecommunications* (2nd ed.). New York: McGraw-Hill Companies, Inc.

Cashman S., Shelly. (2004). *Business Data Communications*. Boston, MA: Course Technology, Inc.

Cole, E., Krutz, R., & Conley, J.W. (2005). *Network Security Bible*. New York: John Wiley and Sons, Inc.

- Dooley, Allen. (2005). *Business Data Communications*. Upper Saddle River, NJ: Pearson Education, Inc.
- Lammle, T. (2006). *Introduction to Cisco Networking Technologies*. New York: Wiley Publishing, Inc.
- Panko, R. R. (2005). *Business Data Networks and Telecommunications*. Upper Saddle River, NJ: Pearson Education, Inc.
- Tannenbaum, A. S. (2003). *Computer Networks* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- White, C. M. (2007). *Data Communications and Computer Networks*. Boston, MA: Course Technology.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:	
1. Present technical requirements of telecommunications networks and justify them based on business requirements. Present an analysis of the business implications of each technical concept.	
2. Describe communications protocols focusing on the role of standards and on the role of layered models.	
3. Explain the differences between analog and digital formats including signal modulation formats and flow control.	
4. Describe the architecture and the protocols supporting data networks of local through wide area type including both wired and wireless technologies.	
5. Present the need and the means for securing access to networks.	
6. Discuss means and implications of network design and management.	
7. Engage students in exploring emerging topics and in understanding both business implications and technological ones.	

B. Student Outcomes. Students will be able to:	Assessment Method
1. Evaluate technical requirements of telecommunications networks and be able to justify them based on business requirements.	Exam Quizzes
2. Identify the need for communications protocols and identify standards and network layers where the protocols operate. Be able to install and configure protocols.	Lab assignments

3. Explain why and where analog and digital formats are used in existing communications systems.	Exams Quizzes
4. Describe the architecture and the protocols supporting data networks of local through wide area type including both wired and wireless technologies. Be able to install, configure, and debug a small local area network.	Exams Quizzes Lab assignments
5. Identify the security needs of an organization and suggest the means for securing access to networks.	Exams Quizzes
6. Design a small local area network and be able to justify the architectural and technology choices.	Exams Quizzes
7. Research an emerging topic, write a report documenting the research, and present the results to the class.	Research paper Oral presentation Project



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

1a. School or College CB CBPP		1b. Division ADBP		1c. Department Computer Information Systems	
2. Course Prefix CIS	3. Course Number A365	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Object-Oriented Programming Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☒ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Updated course outline, texts, and bibliography ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☐ Cross Listed with N/A ☐ Stacked with N/A Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty Listserv Department, School, or College _____ Initiator Signature Date					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Covers basic concepts of Object-Oriented (OO) programming languages. Some of the recent relevant developments and applications will be discussed. The OO programming languages such as C++ or Java will be used as a vehicle for illustrating the concepts discussed in the course. OO programming design and programming development patterns will be covered. Students will analyze and solve business problems and practice writing programs for business applications using a chosen programming language.					
17a. Course Prerequisite(s) (list prefix and number) CIS A201with a minimum grade of C		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) College of Business & Public Policy majors must be admitted to upper-division standing.			
18. ☒ Mark if course has fees standard CBPP lab fee					
19. Justification for Action As part of the CBPP Five Year Curriculum Review Program the course outline, suggested texts and bibliography were updated.					

Initiator (faculty only)

Date

Approved
Disapproved: _____
Department Chairperson

Date

Approved
Disapproved: _____
Curriculum Committee Chairperson

Date

Approved
Disapproved: _____
Dean/Director of School/College

Date

Approved
Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson

Date

Approved
Disapproved: _____
Provost or Designee

Date

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

I. Date Initiated April 11, 2007

II. Course Information

College/School: College of Business and Public Policy
Department: Computer Information Systems Department
Program: Bachelor of Business Administration, Management Information Systems
Course Title: Object-Oriented Programming
Course Number: CIS A365
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A-F

Course Description:

Covers basic concepts of Object-Oriented (OO) programming languages. Some of the recent relevant developments and applications will be discussed. The OO programming languages such as C++ or Java will be used as a vehicle for illustrating the concepts discussed in the course. OO programming design and programming development patterns will be covered. Students will analyze and solve business problems and practice writing programs for business applications using a chosen OO programming language.

Course Prerequisites: CIS A201 with a minimum grade of C

Registration Restrictions: College of Business & Public Policy majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Discussions
- C. Programming analysis exercises

IV. Guidelines for Evaluation

- A. Programs
- B. Homework assignments
- C. In-class activities
- D. Quizzes
- E. Exams
- F. Final project

V. Course Level Justification

Course requires CIS A201 as a prerequisite. CIS A365 is a MIS major elective course which provides more depth than a 200-level of programming principles. The course emphasizes analytical skills in solving business related problems using a current object-oriented programming language. It requires a background in basic problem solving techniques related to the business environment and basic programming experience in any programming language.

VI. Outline

- A. The Object-Oriented Paradigm:
 - 1. Introduction.
 - 2. Processing Modeling and the Unified Modeling Language (UML)
 - 3. OO program design patterns
- B. Designing Object-Oriented Applications to Solve Organizational Problems.
- C. Developing Object-Oriented Applications in OO Programming Language.
 - 1. Designing classes.
 - 2. Using I/O streams.
 - 3. Structured elements.
 - 4. Arrays.
 - 5. Strings.
 - 6. Overloading.
 - 7. Inheritance and polymorphism.
- D. Exploring Development Environment Available for OO Programming Languages.
 - 1. JDK
 - 2. JBuilder
 - 3. JAVA NetBeans
 - 4. Microsoft Visual C++
- E. Object-Oriented Program Development in a Client/Server Environment with Database Connectivity.
 - 1. JDBC.
 - 2. ODBC
 - 3. Applets, Servlets.
 - 4. Java Server Page (JSP)
 - 5. Remote method invocation (RMI).

VII. Suggested Texts

Dietel and Dietel. JAVA: How to Program, 7th ed, Prentice Hall PTR, 2007.

Robert Lafore, Object-Oriented Programming in C++, 4th ed, SAMS, 2001.

VIII. Bibliography

Eric Freeman, Elisabeth Freeman, Kathy Sierra, Bert Bates, Head First Design Patterns, 1st Edition, Oreilly, 2004.

Kathy Sierra, Bert Bates, Head First Java, 2nd Edition, Oreilly, 2005.

Prata, Stephen. C++ Primer Plus. 5th ed. Sams Publishing, 2005.

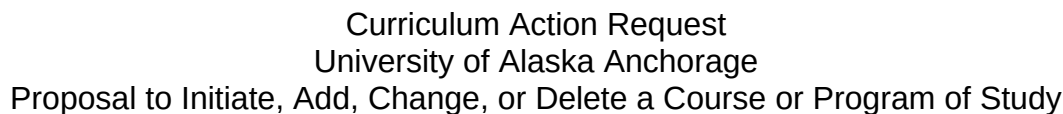
Shtern, Victor. Core C++: A Software Engineering Approach. New Jersey: Prentice Hall, 2000.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Explain the concepts of analysis, design and implementation for object-oriented programs.
2. Provide additional in-depth information on new developments in the field of object-oriented programming.
3. Provide an introduction to OO programming techniques and their development environment.
4. Demonstrate OO program development with database connectivity in a client/server environment.
5. Explain basic design patterns in OO programming by using the chosen OO programming language.
6. Guide students in individual projects and team projects that require the application of advanced business analysis tools to develop and test computer application programs to solve business problems.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Articulate basic issues involved in object-oriented systems.	Homework In-class activities Quizzes Programs Final Project
2. Develop an object-oriented model for a business system of medium complexity.	Homework In-class activities Quizzes Programs Final Project

3. Build working object-oriented programs in an OO programming language.	Homework In-class activities Quizzes Programs Final Project
4. Develop OO programs connected with database in a client/server environment.	Homework In-class activities Quizzes Programs Final Project
5. Demonstrate understanding of basic design patterns used in OOP.	Homework In-class activities Quizzes Programs Final Project



____ Approved ____ Disapproved: _____ Initiator (faculty only) _____ Date _____ ____ Approved ____ Disapproved: _____ Department Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	____ Approved ____ Disapproved: _____ Dean/Director of School/College _____ Date _____ ____ Approved ____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ ____ Approved ____ Disapproved: _____ Provost or Designee _____ Date _____

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of Mathematical Sciences

School/College: CAS

Date: April 4, 2007

Course Information:

Math A060 – Essential Mathematics

4 credits/(4+0)

Course Description

Teaches the concepts of basic arithmetic and introductory algebra. Includes operations and properties on real numbers, ratio, proportion, percent, scientific notation and variation, topics from consumer mathematics, evaluation of literal expressions, solution and graphs of linear equations and inequalities; radicals and exponents, polynomials, factoring and special products, fundamental operations with algebraic fractions, solution of quadratic equations, and elementary systems of equations. Geometric formulae are presented on a case-by-case basis as needed.

Special Note: Equivalent to MATH A054 and MATH A055. Credit will not be given for both MATH A055 and MATH A060. Placement test not required.

Prerequisites: None

Grading System: A-F

Fees: Yes

1. Instructional Goals and Defined Outcomes

Instructional Goals. The instructor will:

- Explain how to manipulate real numbers
- Demonstrate how to compute ratio, proportion, and percents, and solve simple consumer mathematics problems
- Define exponents and radicals
- Define polynomial and rational expressions and demonstrate the basic operations on each
- Introduce the concept of a linear equation, and graph using slope and intercept
- Demonstrate how to solve linear, quadratic, and rational equations, and how to apply them to simple models
- Demonstrate how to solve a system of two linear equations using graphing, substitution and elimination methods

Student Outcomes: Students will be able to:

- Manipulate whole numbers
- Use ratios, proportions and percentages, and set up and solve application problems using ratios, proportions and percentages
- Simplify expressions with exponents or radicals
- Identify, factor and simplify polynomials and rational expressions
- Solve linear equations and inequalities
- Solve quadratic, and rational equations
- Identify and graph a linear equation and solve a system of two linear equations

2. Guidelines for evaluation

The grading policy is left to the discretion of the instructor and such policies and procedures will be discussed during the first class meeting. Some instructors give short weekly quizzes, while others prefer chapter tests or tests on specific blocks of material. Some instructors give a comprehensive midterm examination; most give a comprehensive final examination.

3. Course level justification

The course is not college-level content. The course prepares students to take intermediate algebra and to develop the necessary algebraic skills for courses in other disciplines.

4. Topical Course Outline

1.0 Whole numbers

- 1.1 Standard Notation
- 1.2 Addition and Subtraction
- 1.3 Multiplication and Division: Rounding and Estimating
- 1.4 Solving Equations
- 1.5 Applications and problem Solving
- 1.6 Exponential Notation and Order of Operations
- 1.7 Factorization
- 1.8 Divisibility
- 1.9 Least Common Multiples

2.0 Fractions

- 2.1 Fraction Notation and Simplifying
- 2.2 Multiplication and Division
- 2.3 Addition and Subtraction
- 2.4 Mixed numerals
- 2.5 Applications and Problem Solving
- 2.6 Order of Operations

3.0 Decimals

- 3.1 Decimal Notation, Order and Rounding
- 3.2 Addition and Subtraction
- 3.3 Multiplication
- 3.4 Division
- 3.5 Converting from Fraction Notation to Decimal Notation
- 3.6 Estimating
- 3.7 Applications and Problem Solving

4.0 Percent

- 4.1 Ratio and Proportion
- 4.2 Percent Notation
- 4.3 Percent and Fractional Notation
- 4.4 Solving Percent Problems

- 5.0 Consumer Mathematics
 - 5.1 Interest
 - 5.2 Discount
 - 5.3 Markup
- 6.0 Real Numbers and Algebraic Expressions
 - 6.1 Operations on Real Numbers
 - 6.2 Properties of Real Numbers
 - 6.3 Powers of Real Numbers
 - 6.4 Roots of Real Numbers
- 7.0 Solving Equations and Inequalities
 - 7.1 Addition and Multiplication Principles
 - 7.2 Applications and Problem Solving with Equations
 - 7.3 Solving Inequalities
 - 7.4 Applications and Problem Solving with Inequalities
- 8.0 Graphs of Linear Equations
 - 8.1 Graphing Linear Equations
 - 8.2 Point/Slope Formula
 - 8.3 Slope/Intercept Formula
 - 8.4 Parallel and Perpendicular Lines
 - 8.5 Direct and Inverse Variation
 - 8.6 Applications
- 9.0 Polynomials
 - 9.1 Integers as Exponents
 - 9.2 Exponents and Scientific Notation
 - 9.3 Addition and Subtraction of Polynomials
 - 9.4 Multiplication of Polynomials
 - 9.5 Special Products
 - 9.6 Operations with Polynomials in Several Variables
 - 9.7 Division of Polynomials
- 10.0 Factoring of Polynomials
 - 10.1 Factoring Trinomials
 - 10.2 Factoring using the FOIL method
 - 10.3 Factoring using Difference of Squares
 - 10.4 Factoring: General Strategy
 - 10.5 Solving Quadratic Equations by Factoring
 - 10.6 Applications of Quadratic Equations
- 11.0 Rational Expressions and Equations
 - 11.1 Multiplying and Simplifying Rational Expressions
 - 11.2 Division and Reciprocals
 - 11.3 Least Common Multiples and Denominators

- 11.4 Adding and Subtracting rational Expressions
- 11.5 Solving rational Equations
- 11.6 Complex Rational Expressions
- 11.7 Applications

- 12.0 Systems of Linear Equations in Two Variables
 - 12.1 Definitions: Inconsistent and Dependent
 - 12.2 Solve by Graphing
 - 12.3 Solve using the Elimination Method
 - 12.4 Solve using the Substitution Method
 - 12.5 Applications

- 13.0 Radical Expressions and Equations
 - 13.1 Multiplying and Simplifying with Radical Expressions
 - 13.2 Multiplying and Simplifying with radical Expressions
 - 13.3 Quotients involving Radical Expressions
 - 13.4 Addition, Subtraction and more Multiplication
 - 13.5 Radical Equations

- 14.0 Quadratic Equations
 - 14.1 Solving Quadratic Equations by Factoring
 - 14.2 Solving Quadratic Equations by Completing the Square
 - 14.3 Solving Quadratic Equations using the Quadratic Formula
 - 14.4 Graphs of Quadratic Equations
 - 14.5 Applications and problem Solving

5. Suggested Texts

Bittinger & Beecher. Developmental Mathematics, 6th edition. Addison Wesley. 2004.

6. Bibliography

Aufman & Lockwood. Prealgebra & Introductory Algebra. Houghton Mifflin. 2007.

Aufman, Barker & Lockwood. Introductory Algebra, An Applied Approach, 7th edition. Houghton Mifflin. 2006.

Johnston, Hughes & Willis. Developmental Mathematics, 4th edition. Brooks/Cole. 1995.

Lial & Hestwood. Prealgebra, 3rd edition. Addison Wesley. 2006.

Nolting, Paul D. Math Study Skills Workbook, 3rd edition. Houghton Mifflin. 2008.

Curriculum Coordination Form

Notification Date: 3/26/07

Initiating unit: Mathematical Sciences Department

Affected unit(s): KPC, Kodiak College, Kachemak Bay Campus, Mat-Su College, Eagle River Campus. Military Bases, CPDS, Department of Chemistry

Course Prefix and Number: MATH A060
MATH A060

Previous Prefix and Number:

Complete Course/Program Title: Essential Mathematics

Previous Course/Program Title: Essential Mathematics

Description of Action: Update course content guide, goals and outcomes, texts and bibliography.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: MATH A060 – Essential Mathematics

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Susan Elliott

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

Suggested Texts

Bittinger & Beecher. Developmental Mathematics, 6th edition. Addison Wesley. 2004.

Bibliography

Aufman & Lockwood. Prealgebra & Introductory Algebra. Houghton Mifflin. 2007.

Aufman, Barker & Lockwood. Introductory Algebra, An Applied Approach, 7th edition. Houghton Mifflin. 2006.

Johnston, Hughes & Willis. Developmental Mathematics, 4th edition. Brooks/Cole. 1995.

Lial & Hestwood. Prealgebra, 3rd edition. Addison Wesley. 2006,

Nolting, Paul D. Math Study Skills Workbook, 3rd edition. Houghton Mifflin. 2008.

Initiator signature

Curriculum Action Request
University of Alaska Anchorage

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

1a. School or College CTC		1b. Division AHLS		1c. Department MEDT	
2. Course Prefix MEDT	3. Course Number A295	4. Previous Course Prefix & Number N/A		5a. Credit/CEU 12 credits	5b. Contact hours (Lecture + Lab) (0 + 36)
6. Complete Course/Program Title Clinical Practicum					
Abbreviated Title for Transcript (30 characters)					
7. Type of Course ☒ Academic ☐ Non-Credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☒ Course ☐ Program			9. Repeat Status NO Limit Max Hours		
☐ Add ☒ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Other Restrictions ☐ College ☐ Major ☐ Class ☐ Level ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Course Description ☐ Cross-Listed/Stacked ☐ Corequisites ☐ Registration Restrictions			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
☒ Other Outline and Outcomes			11. Implementation Date		
			From: Fall/07 semester/year To: /9999 semester/year		
			12. ☐ Cross-Listed with n/a ☐ Stacked with n/a		
13. Coordinate with Affected Units: List serve, extended campuses, UAF, UAS Department, School, or College Signature Date					
14. List any programs or college requirements that require this course Associate of Applied Science in Medical Laboratory Technology					
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences					
16. Course Description Applies knowledge and skills acquired in medical laboratory technology (MEDT) courses to laboratory testing at a clinical facility. Supervised by UAA faculty and clinical laboratory personnel.					
17a. Course Prerequisite(s) (list prefix and number) Grade of C or better in MEDT A202, A203, A204, A206 and A208		17b. Test Score(s) n/a		17c. Corequisite(s) (concurrent enrollment required) n/a	
17d. Other Restriction(s) n/a ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Departmental Approval			
18. ☒ Mark if course has fees					
19. Justification for Action Course revised to include student outcomes and assessment procedures.					

Initiator (faculty only)	Date

Approved _____
 Disapproved: _____
 Department Chairperson Date

_____ Approved
 _____ Disapproved: _____
 Curriculum Committee Chairperson Date

_____ Approved
 _____ Disapproved: _____
 _____ Dean/Director or school/College _____ Date

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

Approved _____
Disapproved: _____

Provost or Designee _____ Date _____

COURSE CONTENT GUIDE
Community and Technical College

Department: MEDT: Medical Laboratory Technology **Date:** January 27, 2007
Course Number: MEDT A295
Course Title: Clinical Practicum
Credits: 12 credits

I. Course Description:

Applies knowledge and skills acquired in medical laboratory technology (MEDT) courses to laboratory testing at a clinical facility. Supervised by UAA faculty and clinical laboratory personnel.

II. Course Design:

- A. Designed for medical laboratory technology students in their final semester of the degree program.
- B. Number of Credits: 12
- C. Total time of student involvement: 540 hours
 - 1) 32 hours per week at a clinical facility for a total of 480 hours
 - 2) 4 hours per week taking exams and reviewing course work for a total of 60 hours
- D. Required for Associate of Applied Science in Medical Laboratory Technology.
- E. Special fees are assessed to cover the cost of the site license for online competencies and training documentation at clinical facilities.
- F. Standard semester time frame, but not less than twelve weeks.
- G. This is a revised course.
- H. Coordination with list serve, extended campuses, UAF and UAS.
- I. Course level justification: Application of knowledge and skills learned in 100-200 level MEDT courses.

III. Course Activities

Observation and performance of tests under the supervision of the laboratory staff at the clinical facilities and UAA faculty in the Medical Laboratory Technology Department.

IV. Course Prerequisites:

- A. Prerequisites- Grade of C or better in MEDT A202, MEDT A203, MEDT A204, MEDT A206 and MEDT A208.
- B. Registration Restrictions- Department approval.

V. Course Evaluation:

- A. Grading is A-F.
- B. Based on core abilities, task performances, computerized exams and online competencies.

C. Specific grading criteria will be discussed in the beginning of the course.

VI. Course Outline:

- 1.0 Clinical Facility Orientation and Safety
- 2.0 Phlebotomy Rotation- 32 hours
- 3.0 Processing, Receiving and Referral Lab Testing Rotation- 64 hours
- 4.0 Core Lab Rotation- 192 hours
 - 4.1 Urinalysis
 - 4.2 Hematology
 - 4.3 Coagulation
 - 4.4 Clinical Chemistry
 - 4.5 Serology
- 5.0 Microbiology Rotation- 128 hours
 - 5.1 Specimen Processing and Culture Setup
 - 5.2 Stained and Unstained Direct Exams
 - 5.3 Identification of Significant Pathogens in Culture
 - 5.4 Appropriate Susceptibility Testing of Pathogens
 - 5.5 Rapid Antigen Testing by Immunoassay
- 6.0 Transfusion Services Rotation-64 hours
 - 6.1 Maintenance and Quality Control Procedures
 - 6.2 Inventory Management
 - 6.3 Component Selection, Preparation, and Issuing
 - 6.4 Routine Techniques in Compatibility Testing
 - 6.5 Transfusion Reactions Procedures

VII. Recommended Text

None

VIII. References:

- Harr, R.R. (2007). *Clinical laboratory science review* (3rd ed.). Philadelphia: F. A. Davis.
- Jarreau, P. (2005). *Clinical laboratory science review: A bottom line approach* (2nd ed.). New Orleans: Louisiana State University Health Sciences Center Foundation.
- Leach, D.L. & Ryman, D.G. (2004) *Prentice Hall health outline review of medical technology/ clinical laboratory science*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Polansky, V.D. (2003). *Medical laboratory technology: Pearls of wisdom* (2nd ed.). Lincoln, NE: Boston Medical Pub. Corp.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

- A. Instructional Goal:** Provides students with entry-level competencies as medical laboratory technicians through application of theory and laboratory skills acquired in the medical laboratory technology courses to patient testing in the clinical laboratory.

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
Exercise principles of safety.	Task performance checklist for the phlebotomy and processing rotations Core abilities assessment Online competencies
Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professionals.	Task performance checklist for phlebotomy and processing rotations Core abilities assessment
Communicate with appropriate members of the healthcare team to include requesting clarification of unexpected test results and verification of patient preparation or sample collection for suspected discrepancies.	Task performance checklist for core lab rotation Core abilities assessment
Report test results according to accepted practices for routine, emergency and critical values.	Task performance checklist for core lab rotation
Perform preventive and corrective maintenance of equipment and instruments.	Task performance checklist for all lab rotations
Perform calibrations and quality control procedures.	Task performance checklist for all lab rotations
Perform analytical tests on patient specimens and confirm abnormal results.	Task performance checklist for core lab rotation
Select and perform appropriate identification procedures and susceptibility testing of bacterial and yeast pathogens from original specimen or culture.	Task performance checklist for microbiology rotation
Perform routine techniques in compatibility testing.	Task performance checklist for transfusion services rotations.

Curriculum Coordination Form

Notification Date: 02/05/07

Initiating unit: AHLS Medical Laboratory Technology

Affected unit(s): List serve, extended campuses, UAF, UAS

Course Prefix and Number: MEDT A295

Previous Prefix and Number:

Complete Course/Program Title: Clinical Practicum

Previous Course/Program Title: None

Description of Action: Course Revision

Supporting documentation of the proposal is attached.

Initiating faculty are also required to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Curriculum Action Request
University of Alaska Anchorage

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

1a. School or College CTC		1b. Division AHLS		1c. Department MEDT				
2. Course Prefix MEDT	3. Course Number A495	4. Previous Course Prefix & Number N/A		5a. Credit/CEU 12 credits	5b. Contact hours (Lecture + Lab) (0 + 36)			
6. Complete Course/Program Title Medical Technology Practicum								
Abbreviated Title for Transcript (30 characters)								
7. Type of Course ☒ Academic ☐ Non-Credit ☐ CEU ☐ Professional Development								
8. Type of Action: ☒ Course ☐ Program			9. Repeat Status yes Limit 1 Max Hours					
☐ Add ☒ Change ☐ Delete (mark appropriate boxes)			☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Prerequisites ☐ Test Score Prerequisites ☐ Other Restrictions ☐ College ☐ Major ☐ Class ☐ Level ☒ Other			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG 11. Implementation Date From: Fall/07 To: /9999 semester/year semester/year 12. ☐ Cross-Listed with n/a ☐ Stacked with n/a		
13. Coordinate with Affected Units: List serve, extended campuses, UAF, UAS Department, School, or College Signature Date								
14. List any programs or college requirements that require this course Bachelor of Science in Medical Technology								
15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences								
16. Course Description Integrates knowledge and applies skills acquired in medical laboratory technology (MEDT) courses to laboratory testing at a clinical facility. Supervised by UAA faculty and clinical laboratory personnel.								
17a. Course Prerequisite(s) (list prefix and number) Grade of C or better in MEDT A202, A204, A206, A208, A301, A302 and A303		17b. Test Score(s) n/a		17c. Corequisite(s) (concurrent enrollment required) n/a				
17d. Other Restriction(s) n/a ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) Departmental Approval						
18. ☒ Mark if course has fees								
19. Justification for Action Course revised based on reommendations from assessment report.								

Initiator (faculty only)	Date

_____ Approved
 _____ Disapproved: _____
 Department Chairperson Date

_____ Approved
 _____ Disapproved: _____
 Curriculum Committee Chairperson Date

_____ Approved
 _____ Disapproved: _____
 _____ Dean/Director of school/College _____ Date

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

Approved _____
Disapproved: _____

Provost or Designee _____ Date _____

COURSE CONTENT GUIDE
Community and Technical College

Department: MEDT: Medical Laboratory Technology **Date:** January 27, 2007
Course Number: MEDT A495
Course Title: Medical Technology Practicum
Credits: 12 credits

I. Course Description:

Integrates knowledge and applies skills acquired in medical laboratory technology (MEDT) courses to laboratory testing at a clinical facility. Supervised by UAA faculty and clinical laboratory personnel.

II. Course Design:

- A. Designed for medical technology students in their final semesters of the degree program.
- B. Number of Credits: 12
- C. Total time of student involvement: 540 hours
 - 1) 32 hours per week at a clinical facility for a total of 480 hours
 - 2) 4 hours per week taking exams and reviewing course work for a total of 60 hours
- D. Required for a Bachelor of Science Degree in Medical Technology.
- E. Special fees are assessed to cover the cost of laboratory consumables, site license for tutorials and documentation material for clinical facility.
- F. Standard semester time frame, but not less than twelve weeks.
- G. This is a revised course.
- H. Coordination with list serve, extended campuses, UAF and UAS.
- I. Course level justification: Application of knowledge and skills learned in 100-300 level MEDT courses.

III. Course Activities

Observation, performance, interpretation and evaluation of tests under the supervision of the laboratory staff at the clinical facilities and UAA faculty in the Medical Laboratory Technology Department. Students will be assigned a combination of rotations from the course outline equivalent to 480 hours of clinical training.

IV. Course Prerequisites:

- A. Prerequisites- Grade of C or better in MEDT A202, MEDT A204, MEDT A206, MEDT A208, MEDT A301, MEDT A302 and MEDT A303.
- B. Registration Restrictions- Department approval.

V. Course Evaluation:

- A. Grading is A-F.
- B. Based on core abilities, task performances, computerized exams, online competencies, and case studies.
- C. Specific grading criteria will be discussed in the beginning of the course.

VI. Course Outline:

- 1.0 Clinical Facility Orientation and Safety
- 2.0 Mycology Lab-32 hours
 - 2.1 Specimen Collection, Processing and Culture Setup
 - 2.2 Direct Examination
 - 2.3 Identification of Significant Fungal and Yeast Pathogens
- 3.0 Advanced Blood Bank Lab- 96 hours
 - 3.1 Prenatal Testing
 - 3.2 Newborn Testing
 - 2.2 Antibody Screening and Identification
 - 2.2 Compatibility Testing
 - 2.3 Component Selection
 - 2.4 Phenotyping
 - 2.5 Special Techniques
- 4.0 Phlebotomy Rotation- 64 hours
- 5.0 Processing, Receiving and Referral Lab Testing Rotation- 64 hours
- 6.0 Core Lab Rotation- 320 hours
 - 6.1 Urinalysis
 - 6.2 Hematology
 - 6.3 Coagulation
 - 6.4 Clinical Chemistry
 - 6.5 Serology
- 7.0 Microbiology Rotation- 160 hours
 - 7.1 Specimen Processing and Culture Setup
 - 7.2 Stained and Unstained Direct Exams
 - 7.3 Identification of Significant Pathogens in Culture
 - 7.4 Appropriate Susceptibility Testing of Pathogens
 - 7.5 Rapid Antigen Testing by Immunoassay
- 8.0 Transfusion Services Rotation-96 hours
 - 8.1 Maintenance and Quality Control Procedures
 - 8.2 Inventory Management
 - 8.3 Component Selection, Preparation, and Issuing
 - 8.4 Routine and Special Techniques in Compatibility Testing
 - 8.5 Transfusion Reactions Procedures
- 9.0 Blood Bank of Alaska Rotation-32 hours
 - 9.1 Screening of Allogenic Donors
 - 9.2 Donor Testing
 - 9.3 Preparation and Storage of Blood Products
 - 9.4 Shipping of Blood Products to Transfusion Centers
- 10.0 State Public Health Lab Rotation- 96 hours

- 10.1 Polymerase Chain Reaction
- 10.2 Pulse Field Gel Electrophoresis
- 10.3 Analytical Toxicology
- 10.4 Parasitology
 - 10.4.1 Specimen Collection, Processing and Staining
 - 10.4.2 Microscopic Exam of Concentrated and Stained Specimens
- 10.5 Mycobacteriology
 - 10.5.1 Specimen Collection, Processing, Staining and Culture Setup
 - 10.5.2 Microscopic Exam of Fluorochrome Stained Smears
 - 10.5.3 Identification and Susceptibility Testing
- 10.6 Serologic Identification of Enteric Pathogens

VII. Recommended Text

None

VIII. References:

- Harr, R.R. (2007). *Clinical laboratory science review* (3rd ed.). Philadelphia: F. A. Davis.
- Jarreau, P. (2005). *Clinical laboratory science review: A bottom line approach* (2nd ed.). New Orleans: Louisiana State University Health Sciences Center Foundation.
- Leach, D.L. & Ryman, D.G. (2004). *Prentice Hall health outline review of medical technology/ clinical laboratory science*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Polansky, V.D. (2003). *Medical laboratory technology: Pearls of wisdom* (2nd ed). Lincoln, NE: Boston Medical Pub. Corp.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goal: Provides students with entry-level competencies as medical technologists through integration of theory and application of laboratory skills acquired in the medical laboratory technology courses to patient testing in the clinical laboratory.

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
Exercise principles of safety including Biosafety Level (BSL) 2 and BSL 3.	Task performance checklist for phlebotomy and processing and the Alaska State Public Health Lab rotations Core abilities assessment Online competencies
Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professionals.	Task performance checklist for phlebotomy and processing rotations Core abilities assessment

Student Outcomes	Assessment Procedures
Communicate with appropriate members of the healthcare team to include requesting clarification of unexpected test results and verification of patient preparation or sample collection for suspected discrepancies.	Task performance checklist for core lab rotation Core abilities assessment
Report test results according to accepted practices for routine, emergency and critical values.	Task performance checklist for core lab rotation
Perform preventive and corrective maintenance of equipment and instruments.	Task performance checklist for all lab rotations
Perform calibrations and quality control procedures.	Task performance checklist for all lab rotations
Evaluate quality control and quality assurance data and institute proper procedures to maintain accuracy and precision.	Task performance checklist for all lab rotations
Perform analytical tests on patient specimens and confirm abnormal results.	Task performance checklist for core lab rotation
Integrate and relate data generated by various clinical laboratory departments and determine if discrepancies exist.	Case studies Computerized exams
Describe the preparation, testing, storage and shipping of blood products.	Task performance checklist for Blood Bank of Alaska rotation Computerized exams
Select and perform appropriate identification procedures and susceptibility testing of bacterial, mycobacteria, fungal, and parasitic pathogens from original specimen or culture.	Task performance checklist for microbiology, mycology, and the State Public Health Lab rotations
Discuss epidemiological significance of testing performed at a Public Health Laboratory.	Task performance checklist for the State Public Health Lab rotation.
Select and process appropriate blood components for patient therapy.	Task performance checklist for the advanced blood bank lab and transfusion services rotations.
Perform routine and special techniques in compatibility testing resolving any discrepancies.	Task performance checklist for advanced blood bank lab and transfusion services rotations.
Integrate knowledge of laboratory regulations with responsibilities of clinical laboratory supervisors for personnel management and inventory management.	Task performance checklist for core lab rotation and computerized exams

Curriculum Coordination Form

Notification Date: 02/05/07

Initiating unit: AHLS Medical Laboratory Technology

Affected unit(s): List serve, extended campuses, UAF, UAS

Course Prefix and Number: MEDT A495

Previous Prefix and Number:

Complete Course/Program Title: Medical Technology Practicum

Previous Course/Program Title: None

Description of Action: Course Revision

Supporting documentation of the proposal is attached.

Initiating faculty are also required to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Fee Request Form

1. School/College CTC
2. Course Prefix and Number MEDT A 495
3. Title Medical Technology Practicum
4. Lab Fee Account Number:
Org 11217 Obj 9159 Fund 104110
5. Type of Action:
Add ☐ Deletion ☐ Change ☒
6. Fee Amount: \$ 60
7. Anticipated Student enrollment per class section: 6
8. Projected costs of material per class section: \$ 360
(Provide details under #10 Justification for lab fee)
9. Implementation Date Fall 2008
10. Justification for fee Assessed to cover the cost of laboratory consumables, site license for online competencies, liability insurance and documentation material for clinical facilities.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

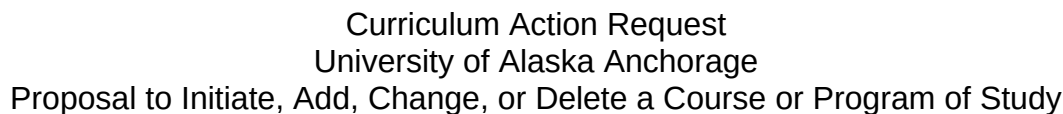
Date

_____ Approved

_____ Disapproved

Provost

Date



____ Initiator (faculty only) _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Department Chairperson _____ Date _____

____ Approved _____

____ Disapproved: _____

____ Curriculum Committee Chairperson _____ Date _____

547 Date

Catalog Copy

Occupational Endorsement Certificate, Medical Office Coding

Certificate Description and Outcomes

Medical office coders work in medical office and outpatient settings coding medical records for statistical and reimbursement purposes.

Admission Requirements

See Occupational Endorsement Certificate admission requirements in Chapter 7 of this catalog.

Description of Outcomes

This program prepares students to work as medical coders in outpatient settings. The program is based upon the American Health Information Management Association (AHIMA) recommendations. Upon successful completion of the program, students are prepared to sit for the AHIMA's Certified Coding Specialist – Physician (CCS-P) coding examination. After successful completion of this program the students will be able to demonstrate the following:

1. Proficiency in the performance of Current Procedural Terminology (CPT) coding.
2. Proficiency in the performance of Healthcare Common Procedure Coding System (HCPCS) coding.
3. Proficiency in the performance of International Classification of Diseases, Clinical Modification (ICD-9-CM) diagnostic coding.

Occupational Endorsement Certificate Requirements

1. Complete the following core courses with a grade of C or higher: (11 credits)

MA A101	Medical Terminology I	3 credits
MA A104	Essentials of Human Diseases	3 credits
MA A220	Coding for the Medical Office	3 credits
MA A320	Advanced Case Studies in Medical Coding	2 credits

2. Complete a minimum of 6 credits of the following support courses, as approved by the department advisor, with a grade of C or higher:

BIOL A100	Human Biology	3 credits
BIOL A111	Anatomy and Physiology I	4 credits
BIOL A112	Anatomy and Physiology II	4 credits
MA A230	Billing and Insurance for the Medical Office	3 credits

3. A total of 17 credits is required for this occupational endorsement certificate.

MEDICAL ASSISTING

<http://www.uaa.alaska.edu/ctc/programs/alliedhealth/ma/>

Allied Health Sciences Building (AHS), Room 161, (907) 786-6928

Medical assistants are multiskilled allied health professionals specifically trained to work in ambulatory settings, such as physicians' offices, clinics, and group practices. They perform both administrative and clinical tasks to help keep busy medical practices running smoothly. Clinical duties include assisting with examinations, recording vital signs, preparing patients for various procedures, sterilizing instruments, maintaining examining rooms, drawing blood, recording electrocardiograms, removing sutures and changing dressings. Administrative responsibilities of the medical assistant include answering telephones and greeting patients, maintaining medical records, performing medical coding, completing health insurance forms, scheduling appointments, and preparing medical and financial reports.

The UAA Medical Assisting program offers an Associate of Applied Science degree in Medical Assisting, preparation for the Certified Medical Assistant (CMA) exam, and an Occupational Endorsement Certificate in Medical Office Coding. The UAA 40-credit CMA Exam Preparation course of study is accredited by the Commission on Accreditation of Allied Health Education Programs (<http://www.caahep.org>) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE): CAAHEP, 35 East Wacker Drive, Chicago, IL 60601; 312-553-9355. Students who complete the UAA CMA Exam Preparation courses, as outlined below, are eligible to sit for the CMA examination. Please note: Individuals who have been found guilty of a felony, or pleaded guilty to a felony, are not eligible to take the CMA exam; however, a waiver may be granted by the American Association Medical Assistants (AAMA) Certifying Board in cases of mitigating circumstances.

In order to perform medical assisting duties, a student should have good manual dexterity, visual ability to locate patient veins and interpret color changes, and good hearing acuity. Most medical assistants should be able to lift in order to assist patients, be able to bend, reach, and kneel; many medical assistants are required to stand for long periods of time. Please contact the Medical Assisting department for a list of medical assisting technical standards required for students to successfully complete the clinical portion of the medical assisting program.

Other employment opportunities for which the Medical Assisting program provides training include medical transcriptionist, medical receptionist, medical coder, and health insurance specialist. Medical terminology courses are valuable for all health science students and may be taken by anyone entering a health occupation. Formal admission to the Medical Assisting program is not required for all courses.

OCCUPATIONAL ENDORSEMENT CERTIFICATE, MEDICAL OFFICE CODING

Certificate Description and Outcomes

Medical office coders work in medical office and outpatient settings coding medical records for statistical and reimbursement purposes.

Admission Requirements

See Occupational Endorsement Certificate admission requirements in Chapter 7 of this catalog.

Description of Outcomes

This program prepares students to work as medical coders in outpatient settings. The program is based upon the American Health Information Management Association (AHIMA) recommendations. Upon successful completion of the program, students are prepared to sit for the AHIMA's Certified Coding Specialist – Physician (CCS-P) coding examination. After successful completion of this program the students will be able to demonstrate the following:

1. Proficiency in the performance of Current Procedural Terminology (CPT) coding.
2. Proficiency in the performance of Healthcare Common Procedure Coding System (HCPCS) coding.
3. Proficiency in the performance of International Classification of Diseases, Clinical Modification (ICD-9-CM) diagnostic coding.

Occupational Endorsement Certificate Requirements

1. Complete the following core courses with a grade of C or higher: (11 credits)

MA A101	Medical Terminology I	3 credits
MA A104	Essentials of Human Diseases	3 credits
MA A220	Coding for the Medical Office	3 credits
MA A320	Advanced Case Studies in Medical Coding	2 credits

2. Complete a minimum of 6 credits of the following support courses, as approved by the department advisor, with a grade of C or higher:

BIOL A100	Human Biology	3 credits
BIOL A111	Anatomy and Physiology I	4 credits
BIOL A112	Anatomy and Physiology II	4 credits
MA A230	Billing and Insurance for the Medical Office	3 credits

3. A total of 17 credits is required for this occupational endorsement certificate.

PREPARATION FOR THE CERTIFIED MEDICAL ASSISTANT (CMA) EXAM

1. Demonstrate the following, or complete preparatory courses as recommended by the medical assisting academic advisor.
 - Placement into MATH A055 or above, or completion of MATH A054 with a minimum grade of C.
 - Placement into ENGL A111 or above, or completion, with a minimum grade of C, of PRPE A107 and PRPE A108, or ENGL A109.
 - Recommended keyboarding skill of 45 wpm or completion of keyboarding course(s).
2. Complete the following required courses with a minimum grade of C in each course:
BIOL A100 Human Biology 3
CIS A105 Introduction to Personal Computers and Application Software (3)
or
CIS A130A Word Processing I: MS Word (1)
and
CIS A135A Spreadsheets I: MS Excel (1)
and
One additional credit of CIS course work (1)
MA A101 Medical Terminology I 3
MA A104 Essentials of Human Disease 3
MA A120* Medical Office Procedures 4
MA A140 Medical Transcription I 2
MA A150 Clinical Procedures I 4
MA A155 Clinical Procedures II 4
MA A220 Coding for the Medical Office 3
MA A230 Billing and Insurance for the Medical Office 3
PSY A150 Life Span Development 3
**Completion of MA A120A and MA A120B satisfies the requirement of MA A120.*
3. Complete MA A295 Medical Office Externship. 5
4. Successful completion of the above-listed 40 credits is required to be eligible to sit for the Certified Medical Assistant (CMA) Examination.

ADDITIONAL INFORMATION REGARDING EXTERNSHIP

1. A recent physical examination is required prior to the beginning of externship. Each student must submit a physical examination that certifies the student is free from infectious diseases and physically able to participate in the externship portion of the program.
2. Current Healthcare Provider CPR (adult/child/infant) and current First Aid certification is required prior to the start of externship, and must be kept current throughout the externship course.
3. Current immunizations, proof of medical insurance, and criminal background checks are required by some medical offices which serve as medical office externship sites. The cost to meet these requirements is the responsibility of the student. Students who are injured while completing externship assignments are responsible for all associated medical costs. Students are strongly encouraged to maintain personal medical insurance.
4. Transportation to off-campus externship sites is the responsibility of the student.

ASSOCIATE OF APPLIED SCIENCE, MEDICAL ASSISTING

Degree Description and Outcomes

At the completion of this program, students are able to demonstrate:

1. Basic knowledge in the principles and skills related to administrative, clinical, and general areas of medical assisting.
2. Entry-level medical assistant employment skills.
3. Professionalism as Certified Medical Assistant (CMA).

Admission Requirements

1. See Certificate and Associate of Applied Science Degree Program Admission Requirements at the beginning of this chapter.
2. Submit University of Alaska Anchorage application for admission and required transcripts.
3. Take UAA approved English and Math placement tests. Call 907-786-4500 for testing information.
4. Call 907-786-6928 to make an appointment with a medical assisting academic advisor prior to registering for classes.

Advising

Medical assisting courses are offered in fall and spring semesters. A 6-week office practice (externship) begins in May. Some courses are offered only once per year. Students should meet with an academic advisor prior to registering for classes in order to determine the best sequencing of courses for their program of study. Part-time students are welcome.

GENERAL UNIVERSITY REQUIREMENTS

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

GENERAL COURSE REQUIREMENTS

Complete the Associate of Applied Science General Course Requirements (15 credits) located at the beginning of this chapter. (Completion of BIOL 100 and PSY 150 fulfill the requirement of 6 credits of Mathematics, Humanities, Social Sciences or Natural Sciences.)

MAJOR REQUIREMENTS

1. Complete the required courses for the Preparation for the Certified Medical Assisting (CMA) Exam as outlined above with a minimum grade of C in each course. 40
2. Complete 8 to 9 credits in the following courses: 8-9
ACCT A120 Bookkeeping for Business (3) 3
or
ACCT A101 Principles of Accounting (3)
DN A101 Principles of Nutrition (3) 3
or
DN A203 Nutrition for Health Sciences (3)
MA A110 Principles of Radiography 3
MA A141 Medical Transcription II 3
MA A320 Advanced Case Studies in Medical Coding 2
MEDT A101 Phlebotomy Procedures 3
3. Elective credits. 0-3
4. A minimum of 60 credits is required for this degree.

FACULTY

Pam Ventgen, Assistant Professor, AFBKV@uaa.alaska.edu

Robin Wahto, Associate Professor, AFRJW@uaa.alaska.edu

Resource Implication Form

1. School/College **CTC**

2. Program/Course **Occupational Endorsement, Medical Office Coding**

3. Course Prefix **n/a**

4. Course Number **n/a**

5. Implementation Date **Fall 2007**

6. Type of Action and Category

☐ Course addition ☐ Course change ☒ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- ☐ part-time faculty
- ☐ new full-time faculty
- ☐ reassignment of full-time faculty
- ☐ additional class/lab space
- ☐ modification of class/lab space
- ☐ additional library resources
- ☐ additional computer equipment
- ☐ other costs

8. Explanation: **There is no resource implication for the implement of this occupational endorsement certificate. All required courses are existing courses presently being offered by the Medical Assisting Department.**

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

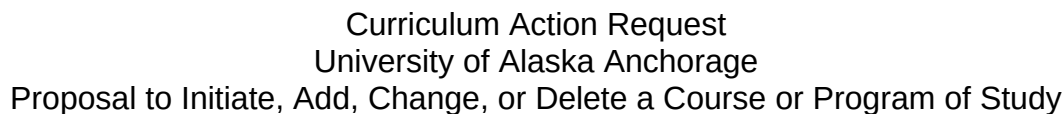
_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved



_____ Approved _____ Disapproved: _____ Initiator (faculty only) _____ Date _____ _____ Approved _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

**Course Content Guide
University of Alaska Anchorage**

**BIOL A102
Introductory Biology**

I. Initiation Date: 6 March 2007

II. Course Information:

A. College: College of Arts and Sciences
B. Course Subject/Number: BIOL A102
C. Credits and Contact Hours: 3.0 credits, 3+0 Contact Hours
D. Course Title: Introductory Biology
E. Grading basis: A-F

F. Course Description: Selected introductory biological concepts including the chemical basis of life, cell structure, energetics, physiology, genetics, biotechnology, evolution, ecology and scientific methodology. This course will provide the non-biologist with a working knowledge of life science that will be useful in making informed decisions on health and the environment. Special Note: Primarily for non-science majors. Satisfies UAA general education and CAS Natural Science degree requirements.

G. Status of course relative to a degree or certificate program: None

H. Course Attributes: UAA GER Natural Sciences requirement
I. Prerequisites: None
J. Registration Restriction: None
K. Course fees: None

III. Course Activities:

Course conducted principally as lecture with classroom discussions.

IV. Course Evaluation:

Course grading is A-F. Students will be evaluated through a series of quizzes, homework assignments and examinations.

V. Instructional Goals and Student Outcomes:

A. The instructor will:

- Introduce students to terminology and concepts that are used to describe living systems.
- Explain the process, application and limitations of the scientific method in formulating questions about biological processes and systems.
- Explain selected aspects of the interrelatedness and interdependence of living systems from the sub-cellular to the global ecosystem levels.
- Describe selected facts and important processes in biology including, but not limited to the chemical basis of life, cell structure, energetics, physiology, genetics, biotechnology, evolution and ecology.
- Describe how various modern innovations advertised to improve quality of living organisms may actually interfere with or negatively impact their health.
- Explain how evolution is the common thread that unifies all of biology.

B. Student Outcomes:

Students will be able to:	Assessment method
Apply the scientific method through formulating hypotheses, proposing testable, predictions, and then testing to reach supportable conclusions	Written exams, homework and clickers
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Written exams, homework and clickers
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Written exams, homework and clickers
Identify ways in which science has advanced the understanding of important natural processes	Written exams, homework and clickers

VI. Course Level Justification:

The exercises and content course of this course are designed for introductory level students with little or no background in biology and science. It is intended to promote a student's appreciation for the complexity of life and to enable them to make informed decisions on health and the environment.

VII. Typical Course Outline

1. The Nature of Science and Biology
 - 1.1. What is science?
 - 1.2. The scientific method
 - 1.3. The nature of biology
 - 1.4. How does science impact our everyday world?
2. Water and pH
 - 2.1. Importance of water to life
 - 2.2. Acids, bases, buffers
 - 2.3. Homeostasis
3. Biological Macromolecules
 - 3.1. Carbon
 - 3.2. Carbohydrates
 - 3.3. Lipids
 - 3.4. Proteins
 - 3.5. Nucleic acids
4. Populations and Communities
 - 4.1. What is Ecology
 - 4.2. Populations and population dynamics
 - 4.3. Survivorship strategies and human populations
5. Ecosystems and the Biosphere
 - 5.1. Living and non-living factors
 - 5.2. Hierarchical levels of organization
 - 5.3. Greenhouse effect
 - 5.4. Global warming? Is it real?

6. Nutrient Recycling
 - 6.1. Carbon
 - 6.2. Nitrogen
 - 6.3. Water
7. Energy and Energy Flow
 - 7.1. Producers, consumers and trophic levels
 - 7.2. Tracking energy through ecosystems
8. Cell Structure
 - 8.1. Prokaryotes and eukaryotes
 - 8.2. Cells are the functional units of life
 - 8.3. The eukaryotic cell: structure and functions
 - 8.4. How do plant cells differ from animal cells?
9. Cell Division
 - 9.1. Mitosis: how somatic cells divide
 - 9.2. Meiosis: how reproductive cells divide
10. Cellular Energy for Metabolism
 - 10.1. What is energy?
 - 10.2. Laws of thermodynamics
 - 10.3. ATP
 - 10.4. Kinetic versus potential energy in living systems
 - 10.5. Energy of activation: what is it?
 - 10.6. Enzymes
11. Energetics
 - 11.1. Cellular Respiration
 - 11.1.1. Glycolysis
 - 11.1.2. Krebs Cycle
 - 11.1.3. Electron transport and mitochondria
 - 11.1.4. Food conversion and ATP
 - 11.2. Photosynthesis
 - 11.2.1. Components of photosynthesis
 - 11.2.2. Light-dependent reaction
 - 11.2.3. Light-independent reaction
12. Genetics
 - 12.1. Mendel and pea plants
 - 12.2. Genetic dominance and recessiveness
 - 12.3. Mendel's laws: what they mean to you
 - 12.4. Incomplete dominance
 - 12.5. Co-dominance
13. DNA
 - 13.1. The nature of DNA
 - 13.2. What are genes?
 - 13.3. The double helix
 - 13.4. Mutations
 - 13.5. When cells have incorrect numbers of chromosomes
14. How Proteins are Made
 - 14.1. The structure of proteins
 - 14.2. Overview of protein synthesis
 - 14.3. Transcription of the genetic code

- 14.4. Translation of genetic code
- 15. Biotechnology
 - 15.1. Biotechnology defined
 - 15.2. Dolly and Polly the sheep
 - 15.3. Transgenic biotechnology
 - 15.4. Reproductive cloning
 - 15.5. Forensic biotechnology
 - 15.6. The future is now: genetically modified foods, stem cells, cloning and genetic profiling!
- 16. Evolution
 - 16.1. Evidence for Evolution
 - 16.2. Is "Intelligent Design" or Creation testable using the scientific method?
 - 16.3. Darwin's ideas
 - 16.4. Descent with Modification
 - 16.5. Natural Selection
- 17. Microevolution
 - 17.1. Populations evolve, individuals don't
 - 17.2. Allelic frequencies and the definition of evolution
 - 17.3. Five agents of microevolution
 - 17.4. Evolutionary fitness
 - 17.5. Modes of natural selection
- 18. Macroevolution
 - 18.1. What is a species?
 - 18.2. Biological species definition
 - 18.3. How and where do new species arise?
 - 18.4. The pace and tempo of evolution
- 19. Physiology, homeostasis and organ systems
 - 19.1. How does the body regulate itself?
 - 19.2. The four basic tissue types
 - 19.3. Organs and organ systems
 - 19.4. The skin is the body's largest organ
 - 19.5. The skeletal system
 - 19.6. The muscular system
- 20. Nervous System
 - 20.1. Structure of the nervous system
 - 20.2. Cells of the nervous system
 - 20.3. How nerve cells communicate
- 21. Endocrine System
 - 21.1. Structure and organization of the endocrine system
 - 21.2. How are hormone secretions controlled?
 - 21.3. How do the endocrine and nervous systems compare?
- 22. Immune system
 - 22.1. Nonspecific and specific immunity
 - 22.2. Antibody-mediated immunity
 - 22.3. Cell-mediated immunity
 - 22.4. Viruses and the immune system
 - 22.5. HIV-AIDS, HPV, herpes and other viruses

- 23. Reproductive System
 - 23.1. Overview of reproduction and development
 - 23.2. Female reproductive system
 - 23.3. Male reproductive system
 - 23.4. The fertilization reaction
 - 23.5. Early development
 - 23.6. How and why do birth control pills, plan B and morning after pills work?
 - 23.7. What can possibly go wrong?

VIII. Suggested Texts

Krogh, D. 2005. *Biology A Guide to the Natural World*. 3rd Edition. Pearson Prentice Hall New Jersey.

IX. Bibliography

Belk, C. and V. Bordon. 2007. *Biology Science for Life with Physiology*. 2nd Edition. Pearson Prentice Hall, New Jersey.

Cain, M.L., H. Damman, R.A. Lue, C.K. Yoon and R. Morel. 2007. *Discover Biology*. 3rd Edition. Norton & Company, New York.

Campbell, N.A., J.B. Reece and E.J. Simon. 2007. *Essential Biology*. Pearson Benjamin Cummings, California.

Freeman, S. 2005. *Biological Science*. 2nd Edition. Pearson Prentice Hall, New Jersey.

Krogh, D. 2007. *A Brief Guide to Biology with Physiology*. Pearson Prentice Hall, New Jersey.

Minkoff, E. and P.J. Baker. 2004. *Biology Today An Issues Approach*. 3rd Edition. Garland Science, Taylor & Francis, New York.

Postlewaite, J.H. and J.L. Hopson. 2003. *Exploring Life*. Thomson Learning, Brooks and Cole, California.

Starr, C. 2006. *Biology and Applications*. 6th Edition. Thomson Learning, Brooks and Cole, California.

From: JERRY KUDENOV [mailto:afjdk@uaa.alaska.edu]

Sent: Tuesday, March 06, 2007 5:08 PM

To: uaa-faculty@uaa.alaska.edu; Curtis, Ben; dfcit@uaa.alaska.edu; ifdcw@uaa.alaska.edu; vfrsb@uaa.alaska.edu; ifddb@uaa.alaska.edu

Subject: Curriculum Coordination, Biological Sciences (Biol A102, Biol A103, Biol A111, Biol A112)

The Biology Department is updating CARs and CCGs for the following GER courses: Biology A102, A103, A111 and A112, which needed to be updated for accreditation purposes.

I stand ready to provide you with any additional information that you may require.

Jerry D. Kudenov
Dept. Biological Sciences
University Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508 USA

afjdk@uaa.alaska.edu
907-786-1769 office
907-786-4607 fax

Curriculum Coordination Form

Notification Date: 6 March 2007

Initiating unit: BIOLOGY

Affected unit(s):

Course Prefix and Number: BIOL A102, BIOL A103, BIOL A111, BIOL A112

Previous Prefix and Number: BIOL A102, BIOL A103, BIOL A111, BIOL A112

Complete Course/Program Title: Introductory Biology, Introductory Biology Lab, Human Anatomy and Physiology I, Human Anatomy and Physiology II

Previous Course/Program Title: Introductory Biology, Introductory Biology Lab, Human Anatomy and Physiology I, Human Anatomy and Physiology II

Description of Action: BIOL A102: Selected introductory biological concepts including the chemical basis of life, cell structure, energetics, physiology, genetics, biotechnology, evolution, ecology and scientific methodology. This course will provide the non-biologist with a working knowledge of life science that will be useful in making informed decisions on health and the environment. Special Note: Primarily for non-science majors. Satisfies UAA general education and CAS Natural Science degree requirements.

BIOL A103: Selected introductory biological concepts including the chemical basis of life, cell structure, energetics, physiology, genetics, biotechnology, evolution, ecology and scientific methodology. This course will provide the non-biologist with a working knowledge of life science that will be useful in making informed decisions on health and the environment. Laboratory supplement of BIOL A102. Exercises are designed to illustrate principles and concepts developed in BIOL A102. Special Note: Primarily for non-science majors. Satisfies UAA general education and CAS Natural Science degree requirements.

BIOL A111: An introduction to human structure and function. The integumentary, skeletal, muscular, nervous and endocrine systems are considered. Special Note: Accepted for biology major credit only by petition. Satisfies UAA general education and CAS natural science degree requirements for specified baccalaureate degree programs. One 3-hour lab per week.

BIOL A112: A continuation of BIOL 111. The circulatory, lymphatic, immune, respiratory, digestive, urinary and reproductive systems are considered. Special Note: Accepted for biology major credit only by petition. Satisfies UAA general education and CAS natural

science degree requirements for specified baccalaureate degree programs. One 3-hour lab per week.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Biological Sciences	
2. Course Prefix BIOL	3. Course Number A103	4. Previous Course Prefix & Number		5a. Credits/CEU 1	5b. Contact Hours (Lecture + Lab) (0+3)
6. Complete Course/Program Title Introductory Biology Laboratory Introductory Biology Lab Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☒ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Update CAR, CCG			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: FALL/2007 To: 9999/9999		
			12. ☐ Cross Listed with NA ☐ Stacked with NA Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty List Serve, Deans & Directors UAA, Mat-Su College, KPC, Kodiak College, & PWSCC Department, School, or College Initiator Signature _____ Date _____					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☒ Natural Sciences ☐ Integrative Capstone					
16. Course Description Selected introductory biological concepts including the chemical basis of life, cell structure, energetics, physiology, genetics, biotechnology, evolution, ecology and scientific methodology. This course will provide the non-biologist with a working knowledge of life science that will be useful in making informed decisions on health and the environment. Laboratory supplement of BIOL A102. Exercises are designed to illustrate principles and concepts developed in BIOL A102. Special Note: Primarily for non-science majors. Satisfies UAA general education and CAS Natural Science degree requirements.					
17a. Course Prerequisite(s) (list prefix and number) BIOL A102 or concurrent enrollment		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☒ Mark if course has fees					
19. Justification for Action Course content has been revised and up-dated					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

**Course Content Guide
University of Alaska Anchorage**

**BIOL A103
Introductory Biology Laboratory**

I. Initiation Date: 6 March 2007

II. Course Information:

A. College: College of Arts and Sciences
B. Course Subject/Number: BIOL A103
C. Credits and Contact Hours: 1.0 credit, 0+3 Contact Hours
D. Course Title: Introductory Biology Laboratory
E. Grading basis: A-F

F. Course Description: Selected introductory biological concepts including the chemical basis of life, cell structure, energetics, physiology, genetics, biotechnology, evolution, ecology and scientific methodology. This course will provide the non-biologist with a working knowledge of life science that will be useful in making informed decisions on health and the environment. Laboratory supplement of BIOL A102. Exercises are designed to illustrate principles and concepts developed in BIOL A102. Special Note: Primarily for non-science majors. Satisfies UAA general education and CAS Natural Science degree requirements.

G. Status of course relative to a degree or certificate program: None

H. Course Attributes: UAA GER Natural Sciences requirement
I. Prerequisites: BIOL A102 or concurrent enrollment
J. Registration Restriction: None
K. Course fees: Yes

III. Course Activities:

Course conducted principally as a laboratory.

IV. Course Evaluation:

Course grading is A-F. Approximately 40% of the evaluation will be based on written tests, 40% on weekly assignments and lab summaries, and approximately 20% on presentation and a written report of a controlled study.

V. Instructional Goals and Student Outcomes:

- A. The instructor will:**
- Introduce students to terminology and concepts that are used to describe living systems.
 - Explain the process, application and limitations of the scientific method in formulating questions about biological processes and systems.
 - Explain selected aspects of the interrelatedness and interdependence of living systems from the sub-cellular to the global ecosystem levels.
 - Describe selected facts and important processes in biology including, but not limited to the chemical basis of life, cell structure, energetics, physiology, genetics, biotechnology, evolution and ecology.
 - Describe how various modern innovations advertised to improve quality of living organisms may actually interfere with or negatively impact their health.
 - Explain how evolution is the common thread that unifies all of biology.

B. Student Outcomes:

Students will be able to:	Assessment method
Apply the scientific method through formulating hypotheses, proposing testable, predictions, and then testing to reach supportable conclusions	Written exams, homework and lab book
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Written exams, homework and lab book
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Written exams, homework and lab book
Identify ways in which science has advanced the understanding of important natural processes	Written exams, homework and lab book
Demonstrate the ability to work with the tools and in settings of the discipline.	Written exams, homework, lab book, paper
Critically observe events or processes and accurately record and analyze observations	Written exams, homework and lab book

VI. Course Level Justification:

The exercises and content course of this course are designed for introductory level students with little or no background in biology and science. It is intended to promote a student's appreciation for the complexity of life and to enable them to make informed decisions on health and the environment.

VII. Typical Course Outline

- 1.0 Use of the light microscope
 - 1.1. Compound microscope
 - 1.2. Stereoscope microscope
 - 1.3. Making wet mount slides
 - 1.4. Laboratory use of the metric system
- 2.0 The scientific method
 - 2.1 Hypothesis
 - 2.2 Experimental design
 - 2.3 Analysis of a simple ecosystem
 - 2.3.1 Includes ecosystem energetics
 - 2.3.2 Includes effects of a variable
 - 2.4 Preparing a lab report and presentation
- 3.0 Cell structure and function
 - 3.1 Cell organelles
 - 3.2 Animal versus plant cells
 - 3.3 Concept of osmosis
 - 3.4 Homeostasis
- 4.0 Cell cycles
 - 4.1 DNA extraction
 - 4.2 Mitosis
 - 4.3 Meiosis
 - 4.4 Structural and functional differences

- 5.0 Genetics
 - 5.1 Intro to Mendelian genetics
 - 5.2 Intro to human genetics
 - 5.3 Blood types
 - 5.3.1 Genetic basis
 - 5.3.2 Antibody response
- 6.0 Natural Selection
 - 6.1 Predator prey relationships
- 7.0 Evolution
 - 7.1 Evidence of evolution
 - 7.1.1 The fossil evidence
 - 7.1.2 Evidence from diversity of form and function
 - 7.2 Microevolution
- 8.0 The Bacteria, Protista, and Fungi & Diversity
 - 8.1 Characteristics of Bacteria
 - 8.2 The ecology of Bacteria
 - 8.3 Characteristics of Protista
 - 8.4 The ecology of Protista
 - 8.5 Characteristics of fungi
 - 8.6 The ecology of fungi
- 9.0 Plant Diversity
 - 9.1 Intro to non-seed plants
 - 9.2 Intro to seed plants
 - 9.3 Morphological and ecological comparisons
- 10.0 Animal Diversity
 - 10.1 Characteristics of primitive invertebrates
 - 10.2 Animal systems
 - 10.3 Morphological and ecological comparison

VIII. Suggested Texts

Hatch, M., F. Pekar, G. Snyder and C. Olito. 2007. *Introductory Biology Lab*. Department of Biological Sciences, University of Alaska Anchorage.

Krogh, D. 2005. *Biology A Guide to the Natural World*. 3rd Edition. Pearson Prentice Hall, New Jersey.

Rust, T. 1983. *Guide to Biology Lab*. Southwest Publishing Co. 3rd Edition. Lebco Graphics, Boerne, Texas.

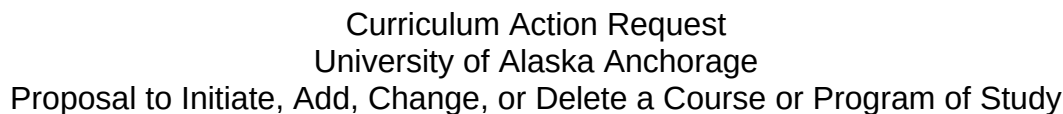
IX. Bibliography

Belk, C. and V. Bordon. 2007. *Biology Science for Life with Physiology*. 2nd Edition. Pearson Prentice Hall, New Jersey.

Cain, M.L., H. Damman, R.A. Lue, C.K. Yoon and R. Morel. 2007. *Discover Biology*. 3rd Edition. Norton & Company, New York.

Campbell, N.A., J.B. Reece and E.J. Simon. 2007. *Essential Biology*. Pearson Benjamin Cummings, San Francisco, California.

- Dolphin, W.D. 2007. *Biological Investigations Form, Function, Diversity & Process*. 8th Edition. McGraw-Hill Science, Ohio.
- Freeman, S. 2005. *Biological Science*. 2nd Edition. Pearson Prentice Hall, New Jersey.
- Krogh, D. 2007. *A Brief Guide to Biology with Physiology*. Pearson Prentice Hall, New Jersey.
- Minkoff, E. and P.J. Baker. 2004. *Biology Today An Issues Approach*. 3rd Edition. Garland Science, Taylor & Francis, New York.
- Postlewaite, J.H. and J.L. Hopson. 2003. *Exploring Life*. Thomson Learning, Brooks and Cole, California.
- Starr, C. 2006. *Biology and Applications*. 6th Edition. Thomson Learning, Brooks and Cole, California.



Initiator (faculty only)		Date
☐ Approved ☐ Disapproved: _____		
Department Chairperson		Date
☐ Approved ☐ Disapproved: _____		
Curriculum Committee Chairperson		Date

567 Date

**Course Content Guide
University of Alaska Anchorage**

**BIOL A111
Human Anatomy and Physiology I**

I. Initiation Date: 6 March 2007

II. Course Information:

- A. College:** College of Arts and Sciences
B. Course Subject/Number: BIOL A111
C. Credits and Contact Hours: 3.0 credits, 3+3 Contact Hours
D. Course Title: Introductory Biology
E. Grading basis: A-F
F. Course Description: An introduction to human structure and function. The integumentary, skeletal, muscular, nervous and endocrine systems are considered. Special Note: Accepted for biology major credit only by petition. Satisfies UAA general education and CAS natural science degree requirements for specified baccalaureate degree programs. One 3-hour lab per week.
G. Status of course relative to a degree or certificate program: None
H. Course Attributes: UAA GER Natural Sciences requirement
I. Prerequisites: Co-requisite BIOL A111L
J. Registration Restriction: None
K. Course fees: Yes

III. Course Activities:

Course conducted both as lecture with classroom discussions and laboratory activities that reinforce lecture.

IV. Course Evaluation:

Course grading is A-F. Students will be evaluated through series of examinations and laboratory quizzes and assignments.

V. Instructional Goals and Student Outcomes:

- A. The instructor will:
- Present the basic structures and concepts of cell and tissue organization.
 - Familiarize students with the fundamentals of the principle organ systems of the body (integumentary, skeletal, muscular, nervous and endocrine).
 - Provide students with explanations of how organ systems of the body are interrelated, allowing students to integrate biological concepts into an understanding of human form and function.
 - Provide laboratory experiences designed to a) assist comprehension and identification of important anatomical features and physiological processes, b) develop critical thinking skills, and c) facilitate the integration of anatomical and physiological concepts.

B. Student Outcomes:

Students will be able to:	Assessment method
Apply the scientific method through formulating hypotheses, proposing testable, predictions, and then testing to reach supportable conclusions	Written exams
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Written exams, Laboratory practical exams
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Written exams
Identify ways in which science has advanced the understanding of important natural processes	Written exams
Demonstrate the ability to work with the tools and in settings of the discipline.	Laboratory practical exams
Critically observe events or processes and accurately record and analyze observations	Laboratory assignments, practical exams

VI. Course Level Justification:

The exercises and content of this course are designed for introductory level students with little to no background in anatomy and physiology.

VII. Typical Course Outline

1. Introduction to the Human Organism
 - 1.1 Introduction to the human organism
 - 1.2 Chemistry comes alive
 - 1.3 Cell structure and function
 - 1.4 Physical transport
 - 1.5 Tissues
2. Integumentary System
 - 2.1 Skin functions
 - 2.2 Skin structure
 - 2.3 Skin derivatives
3. Skeletal System
 - 3.1 Function, histology
 - 3.2 Bone classification
 - 3.3 Bone development, remodeling and repair
 - 3.4 Homeostatic imbalances of bone
 - 3.5 Articulations
4. Muscular System
 - 4.1 Function, types, histology
 - 4.2 Muscle physiology
 - 4.3 Force, velocity and duration of contraction

5. Nervous System
 - 5.1 Basic organization, histology
 - 5.2 Neurophysiology
 - 5.3 Sensory receptors
 - 5.4 Spinal cord, spinal nerves and reflexes
 - 5.5 Brain and cranial nerves
 - 5.6 Autonomic nervous system
6. Special Senses
 - 6.1 Taste and smell
 - 6.2 Eye and vision
 - 6.3 Hearing and equilibrium
7. Endocrine System
 - 7.1 General principles
 - 7.2 Pituitary gland, pituitary regulation and secretions
 - 7.3 Thyroid gland
 - 7.4 Parathyroid glands
 - 7.5 Adrenal glands
 - 7.6 Pancreas
 - 7.7 Gonads

VIII. Suggested Texts

Marieb, E.N. and K. Hoehn. 2007. *Human Anatomy and Physiology*. 7th Edition. Person Benjamin Cummings, California.

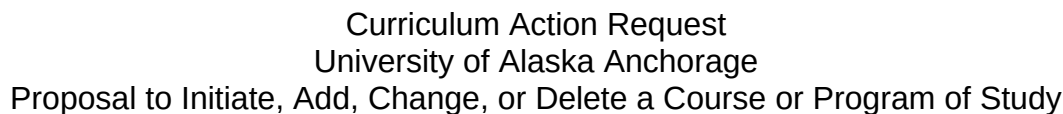
IX. Bibliography

Saladin, K. 2007. *Anatomy & Physiology: The Unity of Form and Function*. 4th Edition. McGraw-Hill, New York.

Seeley, R., T.D. Trent, and P. Tate. 2003. *Anatomy and Physiology*. 6th Edition, McGraw-Hill, New York.

Shier, D., J. Butler, and R. Lewis 2002. *Hole's Human Anatomy and Physiology*. 9th Edition. McGraw-Hill, New York.

Tortora, G.J. and B. Derrickson. 2006. *Principles of Anatomy and Physiology*. 11th Edition, Wiley & Sons, New Jersey.



Initiator (faculty only) _____ Date _____	Approved _____ Disapproved: _____ Dean/Director of School/College _____ Date _____
Approved _____ Disapproved: _____ Department Chairperson _____ Date _____	Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____
Approved _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	Approved _____ Disapproved: _____ Provost or Designee _____ Date _____

**Course Content Guide
University of Alaska Anchorage**

**BIOL A112
Human Anatomy and Physiology II**

I. Initiation Date: 6 March 2007

II. Course Information:

- A. College:** College of Arts and Sciences
B. Course Subject/Number: BIOL A112
C. Credits and Contact Hours: 3.0 credits, 3+3 Contact Hours
D. Course Title: Introductory Biology
E. Grading basis: A-F
F. Course Description: A continuation of BIOL A111. The circulatory, lymphatic, immune, respiratory, digestive, urinary and reproductive systems are considered. Special Note: Accepted for biology major credit only by petition. Satisfies UAA general education and CAS natural science degree requirements for specified baccalaureate degree programs. One 3-hour lab per week.
G. Status of course relative to a degree or certificate program: None
H. Course Attributes: UAA GER Natural Sciences requirement
I. Prerequisites: BIOL A111; Co-requisite BIOL A112L
J. Registration Restriction: None
K. Course fees: Yes

III. Course Activities:

Course conducted both as lecture with classroom discussions and laboratory activities that reinforce lecture.

IV. Course Evaluation:

Course grading is A-F. Students will be evaluated through series of examinations and laboratory quizzes and assignments.

V. Instructional Goals and Student Outcomes:

- A. The instructor will:
- Familiarize students with the fundamentals of the principle organ systems of the body (circulatory, lymphatic, immune, respiratory, digestive, urinary and reproductive).
 - Provide students with explanations of how organ systems of the body are interrelated, including how the organ systems covered in this course relate to those covered BIOL A111, allowing students to integrate biological concepts into an understanding of human form and function.
 - Provide laboratory experiences designed to a) assist comprehension and identification of important anatomical features and physiological processes, b) develop critical thinking skills, and c) facilitate the integration of anatomical and physiological concepts.

B. Student Outcomes:

Students will be able to:	Assessment method
Apply the scientific method through formulating hypotheses, proposing testable, predictions, and then testing to reach supportable conclusions	Written exams
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Written exams, Laboratory practical exams
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Written exams
Identify ways in which science has advanced the understanding of important natural processes	Written exams
Demonstrate the ability to work with the tools and in settings of the discipline.	Laboratory practical exams
Critically observe events or processes and accurately record and analyze observations	Laboratory assignments, practical exams

VI. Course Level Justification:

The exercises and content of this course are designed for introductory level students who have mastered the concepts and terminology covered in BIOL A111.

VII. Typical Course Outline

8. Cardiovascular System
 - 8.1.0 Blood
 - 8.1.1 Functions
 - 8.1.2 Components
 - 8.1.3 Blood groups
 - 8.1.4 Hemostasis
 - 8.1.5 Blood disorders
 - 8.2.0 Heart
 - 8.2.1 Anatomy and histology
 - 8.2.2 Physiology
 - 8.2.3 Developmental features
 - 8.3.0 Blood Vessels
 - 8.3.1 Structure and types of vessels
 - 8.3.2 Physiology of circulation (pressure & regulation)
9. Lymphatic System
 - 9.1 Structure and function
 - 9.2 Lymph nodes and lymphoid tissue
10. Immune System
 - 10.1 Innate defenses
 - 10.2 Adaptive defenses
 - 10.3 Cells of the adaptive immune system
 - 10.4 Cell-mediated immune response
 - 10.5 Antibody (humoral) immune response
11. Respiratory System
 - 11.1 Functional anatomy, histology
 - 11.2 Mechanisms of breathing

- 11.3 Gas exchange between blood, lungs and tissues
- 11.4 Transport of respiratory gases by blood
- 11.5 Control of respiration
- 12. Digestive System
 - 12.1 Overview of structure and function, histology
 - 12.2 Mouth, pharynx, esophagus
 - 12.3 Small intestine, liver and gall bladder, pancreas
 - 12.4 Large intestine
 - 12.5 Physiology of chemical digestion and absorption
- 13. Urinary System
 - 13.1 Organ structure and function, histology
 - 13.2 Electrolyte dynamics
- 14. Reproductive System
 - 14.1 Cellular reproduction
 - 14.2 Male reproductive system
 - 14.3 Female reproductive system

VIII. Suggested Texts

Marieb, E.N. and K. Hoehn. 2007. *Human Anatomy and Physiology*. 7th Edition. Person Benjamin Cummings, California.

IX. Bibliography

Saladin, K. 2007. *Anatomy & Physiology: The Unity of Form and Function*. 4th Edition. McGraw-Hill, New York.

Seeley, R., T.D. Trent, and P. Tate. 2003. *Anatomy and Physiology*. 6th Edition, McGraw-Hill, New York.

Shier, D., J. Butler, and R. Lewis 2002. *Hole's Human Anatomy and Physiology*. 9th Edition. McGraw-Hill, New York.

Tortora, G.J. and B. Derrickson. 2006. *Principles of Anatomy and Physiology*. 11th Edition, Wiley & Sons, New Jersey..

DATE: March 28, 2007

TO: UAB and General Education Review Committee

FROM: Kenrick Mock, Associate Professor of Computer Science and
Ben Curtis, Assistant Professor of Science

SUBJECT: Justification for BIOL A200/CPLX A200 as a new GER Natural Sciences course

GER Preamble Student Outcome

6. Identify ways in which science has advanced the understanding of important natural processes.

Complex systems studies have provided a new set of methodologies to analyze the emergent properties of nonlinear systems that cannot be fully understood by a description of their component parts. The application of complex systems theories, models, and their application to physical, biological, and social systems has moved from a niche specialization to gain broad acceptance as an essential complement to reductionism in advancing our understanding of important natural processes. One example of this trend can be found in the inclusion of a new section on complex systems in the first chapter of the current editions of introductory biology textbooks, and an increased emphasis on emergent properties throughout such texts. "The emergent properties of life, however, are particularly challenging to study because of the unrivaled complexity of biological systems. An important focus of biology today is the study of whole integrated systems, ranging from the functioning of the biosphere to the complex molecular machinery of a cell."¹ "Biology is turning in an exciting new direction as many researchers begin to complement reductionism with new strategies for understanding the emergent properties of life-how all the parts of biological systems such as cells are functionally integrated."²

The course content of BIOL A200/CPLX A200 introduces complex systems studies, and how they have made significant contributions to our understanding of important natural processes. Students in a diversity of disciplines including, the physical, life, and social sciences should be exposed to the science of complexity as it is becoming a significant component of current advances in research in a variety of disciplines. It thus represents a useful addition to the GER Natural Sciences to satisfy the GER Preamble Student Outcome above.

Non-science students would also benefit from a course that requires students previously exposed to traditional reductionism in science to discover non-linear and systems modes of thinking. From a pedagogical perspective, challenging students to change their analytical viewpoint from reductionist to systems thinking provides a useful component to a liberal arts education by allowing students to explore different frames of reference for interpreting both natural and human-constructed systems.

¹Campbell, N.A., Reece, J.B., Taylor, M.R., and Simon, E.J. (2006). *Biology Concepts and Connections*. Pearson, New York.

²Campbell, N.A. and Reece, J.B. (2005). *Biology*. Pearson, New York.



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Biological Sciences	
2. Course Prefix BIOL	3. Course Number A200	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Complexity Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☐ Add ☒ Change (mark appropriate boxes) ☐ Delete ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other GER Status ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☒ Cross Listed with CPLX A200 ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty List Serve, Deans & Directors UAA, Mat-Su College, KPC, Kodiak College, & PWSCC Department, School, or College _____ Initiator Signature Date					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☒ Natural Sciences ☐ Integrative Capstone					
16. Course Description An introduction to the science of complexity, currently used to predict system behavior in the physical, life, and social sciences.					
17a. Course Prerequisite(s) (list prefix and number) MATH A107 or MATH A172		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action Complex systems have provided a new set of methodologies to analyze the emergent properties of nonlinear systems that cannot be fully understood by a description of their component parts. An introductory course in this area is an appropriate addition to GER Natural Sciences for students in a variety of disciplines including the physical, life, and social sciences, as complex systems studies are recognized as an essential complement to reductionism in advancing our understanding of important natural processes.					

Initiator (faculty only) Date

Approved
Disapproved: _____
Department Chairperson Date

Approved
Disapproved: _____
Curriculum Committee Chairperson Date

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

Approved
Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved
Disapproved: _____
Provost or Designee Date

**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: February 1, 2007

II. Course Information:

A. College: College of Arts and Sciences
B. Course Subject/Number: BIOL A200
C. Credits and Contact Hours: 3.0 credits, 3+0 Contact Hours
D. Course Title: Introduction to Complexity
E. Grading basis: A-F

F. Course Description: An introduction to the science of complexity, currently used to predict system behavior in the physical, life, and social sciences.

G. Status of course relative to a degree or certificate program: None

H. Course Attributes: UAA GER Natural Sciences requirement
I. Prerequisites: MATH A107 or MATH A172
J. Registration Restriction: None
K. Course fees: None

III. Course Activities:

Course conducted primarily as lecture with classroom discussions.

IV. Course Evaluation:

Course grading is A-F. The evaluation methods are at the discretion of the faculty member. However, the primary evaluation tools should be designed to assess how well students have been introduced to the ideas and methodologies used to understand complex systems. Written exams, written reports on primary literature, and a research project that models data from a real-world complex system are some suggested course assignments. An emphasis on collaborative interactions in student teams is recommended to serve a variety of students from different disciplines. The final grade should be based on how well the student achieves the course goals as defined in student outcomes.

V. Course Level Justification:

This course has a 100 level MATH prerequisite, and is listed at the 200-level as it introduces students from a variety of disciplines to nonlinear complex systems thinking. The introductory level presentation and 200-level promotes accessibility to an interdisciplinary student enrollment.

VI.

Course Outline

1.0 Introduction to Complex Systems and Biology: Terminology

- 1.1 Definition of complexity
- 1.2 Structure/function of biological molecules, organelles, & cells
- 1.3 Enzymes and chemical reactions in living systems
- 1.4 Ecosystem structure, evolution, and natural selection
- 1.5 Energy flow in open and closed systems
- 1.6 Development of system theories
- 1.7 Non-linear systems: Feedback loops
- 1.8 Patterns: Self-organization of networks & emergent properties
- 1.9 Dissipative structures: Source of ordered pattern formation.
- 1.10 Autopoiesis: Self-making of living systems.

2.0 Introduction to Mathematical Language of Complex Systems

- 2.1 Linear versus nonlinear equations
- 2.2 Feedback and iterations
- 2.3 Phase portraits: Attractors and other trajectories in abstract phase space
- 2.4 Differences between complexity and chaos
- 2.5 Self-similarity: Fractal geometry
- 2.6 Edge of chaos networks, phase transitions, & bifurcation points
- 2.7 Universality classes: simple rules lead to complex behavior
- 2.8 Cellular automaton

3.0 Dynamics of physical Complex Systems: Self-Organized Criticality

- 3.1 Complex system models: Limitations of their predictions
- 3.2 Power Laws: Cellular automaton computer models
- 3.3 Discovery of self-organized criticality: The sandpile model
- 3.4 Application of self-organized criticality: Landscape formation and earthquakes
- 3.5 Complex living systems: Self-organized criticality at the edge of chaos
- 3.6 Complex models for fitness and punctuated equilibrium in evolution
- 3.7 Self-organized criticality as the most efficient state

4.0 Development of Models for Complex Biological Systems

- 4.1 Origin of life: Autocatalytic networks
- 4.2 Boolean networks: Basins of attraction in phase space
- 4.3 Modeling the edge of chaos: Power laws and avalanches of change
- 4.4 Modeling genetic networks, cell differentiation, and development
- 4.5 Modeling evolution: Natural selection and fitness
- 4.6 Modeling evolution: Self-organization in a coupled fitness landscape
- 4.7 Modeling self-organization of neural and social organism networks
- 4.8 Modeling human social and economic networks

5.0 Current models for describing Complex Biological Systems

- 5.1 Cellular Automata
- 5.2 Complex adaptive systems: Genetic algorithms and artificial intelligence
- 5.2 Agent-based modeling
- 5.3 Scaling in biological systems: From molecules to the biosphere
- 5.4 Genomic-Proteomic network models of cell function
- 5.5 A fourth law of thermodynamics: Complexity keeps increasing

VII. Instructional Goals and Student Outcomes

The Instructor will:

1. Introduce students to terminology and processes that are used to describe complex systems.
2. Introduce students to the mathematical principles used to describe and model complex systems.
3. Explain the application of the scientific method to complex systems, and the limitations in the predictions of their behavior obtained by analysis of historical data or modeling.
4. Explain the development of a model for physical complex systems behavior, self-organized criticality, and its application to predicting the behavior of real-world complex systems.
5. Describe the evolution of models of complex biological systems. Explain the construction of these models and their successful prediction of the properties of biological systems.
6. Describe some current models for describing complex systems, and how application of complex systems thinking and modeling has impacted research and advances in biology and other disciplines.

Defined Outcomes The Student will be able to:	Assessment Procedures
Demonstrate the ability to apply an understanding of complex systems terminology, mathematics, and processes to describe and analyze assigned readings including primary literature.	Written exams and/or written reports
Describe the application of the scientific method for analysis of complex systems, in particular the limitations inherent in the lack of predictability of a systems final state and emergent properties.	Written exams and/or written reports
Explain the application of the self-organized criticality model to physical and biological complex systems, and how it has advanced the understanding of important natural processes.	Written exams, written reports, and/or research project
Discuss models developed to describe complex biological systems and relate their application to the successful prediction and understanding of the properties of biological systems.	Written exams and/or written reports
Summarize some current modeling approaches and theories for describing complex systems, how they have impacted thinking in biology, and our understanding of important natural processes.	Written exams, written reports, and/or research project

VIII. Suggested Texts

Bak, P. (1996). *How Nature Works: the science of self-organized criticality*. Springer-Verlag, New York.

Camazine, S., Deneuborg, J-L., Franks N.R., Sneyd, J., Theraulaz, G., Bonabeau, E. (2001). *Self-Organization in Biological Systems*. Princeton University Press, Princeton.

Capra, F. (1996). *The Web of Life*. Doubleday Publishing, New York.

Kauffman, S. (1995). *At Home in the Universe: The Search for Laws of Self-Organization and Complexity*. Oxford University Press, New York.

Kauffman, S. (2000). *Investigations*. Oxford University Press, New York.

Sole, R. and Goodwin, B. (2001). *Signs of Life: How Complexity Pervades Biology*. Basic Books, New York.

IX. Bibliography

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Hergarten, S. (2002). *Self-Organized Criticality in Earth Systems*. Springer-Verlag, New York.

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Jensen, H. (1998). *Self-Organized Criticality: Emergent Behavior in Physical and Biological Systems (Cambridge Lecture Notes in Physics, 10)*. Cambridge University Press, New York.

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Kauffman, S. (1993). *The Origins of Order*. Oxford University Press, New York.

Kennedy, J. and Eberhart, R. with Shi, Y. (2001). *Swarm Intelligence*. Morgan Kaufmann, San Francisco.

Media Laboratory Massachusetts Institute of Technology (2006). *StarLogo on the web*. <http://www.media.mit.edu/starlogo>

Palsson, B. (2006). *Systems Biology: Properties of Reconstructed Networks*. Cambridge University Press, New York.

Santa Fe Institute (2007). <http://www.santafe.edu/>

Sole, R. and Bascompte, J. (2006). *Self-Organization in Complex Ecosystems*. Princeton University Press, Princeton.

Sole, R., Kauffman, S., and Pastor R. (2006). *Scaling and Phase Transitions in Complex Systems*. Oxford University Press, New York.

SWARM Development Group (2007). *Welcome to the SWARM Development Group*. University of Michigan. http://www.swarm.org/wiki/Main_Page

Wolfram, S. (2002). *A New Kind of Science*. Wolfram Media, Champaign, Illinois.

Wuensche. A. (2005). *Discrete Dynamics Lab: Tools for researching Cellular Automata, Random Boolean Networks, multi-value Discrete Dynamical Networks, and beyond*. <http://www.ddlab.com/>

Resource Implication Form

1. School/College CAS

2. Program/Course Introduction to Complexity

3. Course Prefix BIOL

4. Course Number A200

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☒ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: No costs will be incurred as existing science faculty will instruct the course as part of their workload.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: BIOL A200 Introduction to Complexity

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle
Associate Professor
Science Reference Librarian

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

- 1.
- 2.
- 3.

Initiator signature

Curriculum Coordination Form

Notification Date: 3/30/07

Initiating unit: CAS, Department of Biological Sciences

Affected unit(s): Biological Sciences Department, CAS; Chugiak/Eagle River Campus; Kenai Peninsula College; Kodiak College; Mat-Su College; Elmendorf Air Force Base; Fort Richardson Army Post;

Course Prefix and Number: BIOL A200

Previous Prefix and Number: N/A

Complete Course/Program Title: Introduction to Complexity

Previous Course/Program Title: N/A

Description of Action: Cross-listing with existing CPLX A200 and seeking GER Natural Sciences status.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Biological Sciences	
2. Course Prefix CPLX	3. Course Number A200	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Complexity Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☒ Course ☐ Program ☒ Add ☐ Change ☐ Delete (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other GER Status ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2007 To: /9999		
			12. ☒ Cross Listed with BIOL A200 ☐ Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: Faculty List Serve, Deans & Directors UAA, Mat-Su College, KPC, Kodiak College, & PWSCC Department, School, or College _____ Initiator Signature Date					
15. ☒ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☒ Natural Sciences ☐ Integrative Capstone					
16. Course Description An introduction to the science of complexity, currently used to predict system behavior in the physical, life, and social sciences.					
17a. Course Prerequisite(s) (list prefix and number) MATH A107 or MATH A172		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable)			
18. ☐ Mark if course has fees					
19. Justification for Action Complex systems have provided a new set of methodologies to analyze the emergent properties of nonlinear systems that cannot be fully understood by a description of their component parts. An introductory course in this area is an appropriate addition to GER Natural Sciences for students in a variety of disciplines including the physical, life, and social sciences, as complex systems studies are recognized as an essential complement to reductionism in advancing our understanding of important natural processes.					

Initiator (faculty only) Date

Approved
Disapproved: _____
Department Chairperson Date

Approved
Disapproved: _____
Curriculum Committee Chairperson Date

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

Approved
Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved
Disapproved: _____
Provost or Designee Date

**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: February 1, 2007

II. Course Information:

A. College: College of Arts and Sciences
B. Course Subject/Number: CPLX A200
C. Credits and Contact Hours: 3.0 credits, 3+0 Contact Hours
D. Course Title: Introduction to Complexity
E. Grading basis: A-F

F. Course Description: An introduction to the science of complexity, currently used to predict system behavior in the physical, life, and social sciences.

G. Status of course relative to a degree or certificate program: None

H. Course Attributes: UAA GER Natural Sciences requirement
I. Prerequisites: MATH A107 or MATH A172
J. Registration Restriction: None
K. Course fees: None

III. Course Activities:

Course conducted primarily as lecture with classroom discussions.

IV. Course Evaluation:

Course grading is A-F. The evaluation methods are at the discretion of the faculty member. However, the primary evaluation tools should be designed to assess how well students have been introduced to the ideas and methodologies used to understand complex systems. Written exams, written reports on primary literature, and a research project that models data from a real-world complex system are some suggested course assignments. An emphasis on collaborative interactions in student teams is recommended to serve a variety of students from different disciplines. The final grade should be based on how well the student achieves the course goals as defined in student outcomes.

V. Course Level Justification:

This course has a 100 level MATH prerequisite, and is listed at the 200-level as it introduces students from a variety of disciplines to nonlinear complex systems thinking. The introductory level presentation and 200-level promotes accessibility to an interdisciplinary student enrollment.

VI.

Course Outline

1.0 Introduction to Complex Systems and Biology: Terminology

- 1.1 Definition of complexity
- 1.2 Structure/function of biological molecules, organelles, & cells
- 1.3 Enzymes and chemical reactions in living systems
- 1.4 Ecosystem structure, evolution, and natural selection
- 1.5 Energy flow in open and closed systems
- 1.6 Development of system theories
- 1.7 Non-linear systems: Feedback loops
- 1.8 Patterns: Self-organization of networks & emergent properties
- 1.9 Dissipative structures: Source of ordered pattern formation.
- 1.10 Autopoiesis: Self-making of living systems.

2.0 Introduction to Mathematical Language of Complex Systems

- 2.1 Linear versus nonlinear equations
- 2.2 Feedback and iterations
- 2.3 Phase portraits: Attractors and other trajectories in abstract phase space
- 2.4 Differences between complexity and chaos
- 2.5 Self-similarity: Fractal geometry
- 2.6 Edge of chaos networks, phase transitions, & bifurcation points
- 2.7 Universality classes: simple rules lead to complex behavior
- 2.8 Cellular automaton

3.0 Dynamics of physical Complex Systems: Self-Organized Criticality

- 3.1 Complex system models: Limitations of their predictions
- 3.2 Power Laws: Cellular automaton computer models
- 3.3 Discovery of self-organized criticality: The sandpile model
- 3.4 Application of self-organized criticality: Landscape formation and earthquakes
- 3.5 Complex living systems: Self-organized criticality at the edge of chaos
- 3.6 Complex models for fitness and punctuated equilibrium in evolution
- 3.7 Self-organized criticality as the most efficient state

4.0 Development of Models for Complex Biological Systems

- 4.1 Origin of life: Autocatalytic networks
- 4.2 Boolean networks: Basins of attraction in phase space
- 4.3 Modeling the edge of chaos: Power laws and avalanches of change
- 4.4 Modeling genetic networks, cell differentiation, and development
- 4.5 Modeling evolution: Natural selection and fitness
- 4.6 Modeling evolution: Self-organization in a coupled fitness landscape
- 4.7 Modeling self-organization of neural and social organism networks
- 4.8 Modeling human social and economic networks

5.0 Current models for describing Complex Biological Systems

- 5.1 Cellular Automata
- 5.2 Complex adaptive systems: Genetic algorithms and artificial intelligence
- 5.2 Agent-based modeling
- 5.3 Scaling in biological systems: From molecules to the biosphere
- 5.4 Genomic-Proteomic network models of cell function
- 5.5 A fourth law of thermodynamics: Complexity keeps increasing

VII. Instructional Goals and Student Outcomes

The Instructor will:

1. Introduce students to terminology and processes that are used to describe complex systems.
2. Introduce students to the mathematical principles used to describe and model complex systems.
3. Explain the application of the scientific method to complex systems, and the limitations in the predictions of their behavior obtained by analysis of historical data or modeling.
4. Explain the development of a model for physical complex systems behavior, self-organized criticality, and its application to predicting the behavior of real-world complex systems.
5. Describe the evolution of models of complex biological systems. Explain the construction of these models and their successful prediction of the properties of biological systems.
6. Describe some current models for describing complex systems, and how application of complex systems thinking and modeling has impacted research and advances in biology and other disciplines.

Defined Outcomes The Student will be able to:	Assessment Procedures
Demonstrate the ability to apply an understanding of complex systems terminology, mathematics, and processes to describe and analyze assigned readings including primary literature.	Written exams and/or written reports
Describe the application of the scientific method for analysis of complex systems, in particular the limitations inherent in the lack of predictability of a systems final state and emergent properties.	Written exams and/or written reports
Explain the application of the self-organized criticality model to physical and biological complex systems, and how it has advanced the understanding of important natural processes.	Written exams, written reports, and/or research project
Discuss models developed to describe complex biological systems and relate their application to the successful prediction and understanding of the properties of biological systems.	Written exams and/or written reports
Summarize some current modeling approaches and theories for describing complex systems, how they have impacted thinking in biology, and our understanding of important natural processes.	Written exams, written reports, and/or research project

VIII. Suggested Texts

Bak, P. (1996). *How Nature Works: the science of self-organized criticality*. Springer-Verlag, New York.

Camazine, S., Deneuborg, J-L., Franks N.R., Sneyd, J., Theraulaz, G., Bonabeau, E. (2001). *Self-Organization in Biological Systems*. Princeton University Press, Princeton.

Capra, F. (1996). *The Web of Life*. Doubleday Publishing, New York.

Kauffman, S. (1995). *At Home in the Universe: The Search for Laws of Self-Organization and Complexity*. Oxford University Press, New York.

Kauffman, S. (2000). *Investigations*. Oxford University Press, New York.

Sole, R. and Goodwin, B. (2001). *Signs of Life: How Complexity Pervades Biology*. Basic Books, New York.

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Holland, J. (1999). *Emergence: From Chaos to Order*. Perseus Press, New York.

Jensen, H. (1998). *Self-Organized Criticality: Emergent Behavior in Physical and Biological Systems (Cambridge Lecture Notes in Physics, 10)*. Cambridge University Press, New York.

Kaneko, K. (2006). *Life: An Introduction to Complex Systems Biology*. Springer-Verlag, New York.

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Kennedy, J. and Eberhart, R. with Shi, Y. (2001). *Swarm Intelligence*. Morgan Kaufmann, San Francisco.

Media Laboratory Massachusetts Institute of Technology (2006). *StarLogo on the web*. <http://www.media.mit.edu/starlogo>

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Santa Fe Institute (2007). <http://www.santafe.edu/>

Sole, R. and Bascompte, J. (2006). *Self-Organization in Complex Ecosystems*. Princeton University Press, Princeton.

Sole, R., Kauffman, S., and Pastor R. (2006). *Scaling and Phase Transitions in Complex Systems*. Oxford University Press, New York.

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Wolfram, S. (2002). *A New Kind of Science*. Wolfram Media, Champaign, Illinois.

Wuensche. A. (2005). *Discrete Dynamics Lab: Tools for researching Cellular Automata, Random Boolean Networks, multi-value Discrete Dynamical Networks, and beyond*. <http://www.ddlab.com/>

Curriculum Coordination Form

Notification Date: 3/30/07

Initiating unit: CAS, Department of Biological Sciences

Affected unit(s): Biological Sciences Department, CAS; Chugiak/Eagle River Campus; Kenai Peninsula College; Kodiak College; Mat-Su College; Elmendorf Air Force Base; Fort Richardson Army Post;

Course Prefix and Number: CPLX A200

Previous Prefix and Number: BIOL A200

Complete Course/Program Title: Introduction to Complexity

Previous Course/Program Title: Introduction to Complexity

Description of Action: Cross-listing with existing BIOL A200 and seeking GER Natural Sciences status.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: CPLX A200 Introduction to Complexity

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle
Associate Professor
Science Reference Librarian

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

- 1.
- 2.
- 3.

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Introduction to Complexity

3. Course Prefix CPLX

4. Course Number A200

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition

☒ Course change

☐ Program addition

☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty

\$

☐ new full-time faculty

\$

☒ reassignment of full-time faculty

\$

☐ additional class/lab space

\$

☐ modification of class/lab space

\$

☐ additional library resources

\$

☐ additional computer equipment

\$

☐ other costs

\$

8. Explanation: No costs will be incurred as existing science faculty will instruct the course as part of their workload.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

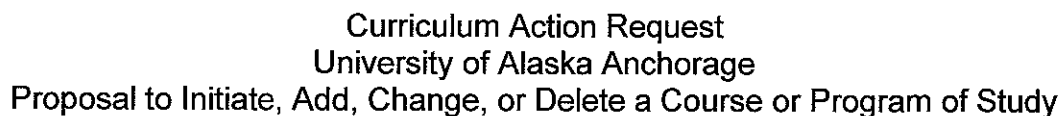
Date

_____ Approved

_____ Disapproved

Provost

Date



<u>Initiator (faculty only)</u>		<u>4/4/07</u>	<u>Approved</u>		
<u>Disapproved:</u>			<u>Disapproved:</u>		
<u>Department Chairperson</u>		<u>Date</u>	<u>Dean/Director of School/College</u>		<u>Date</u>
<u>Approved</u>			<u>Approved</u>		
<u>Disapproved:</u>			<u>Disapproved:</u>		
<u>Department Chairperson</u>		<u>Date</u>	<u>Undergraduate or Graduate Academic Board Chairperson</u>		<u>Date</u>
<u>Approved</u>			<u>Approved</u>		
<u>Disapproved:</u>			<u>Disapproved:</u>		
<u>Curriculum Committee Chairperson</u>		<u>Date</u>	<u>Provost or Designee</u>		<u>Date</u>

**Course Content Guide
University of Alaska Anchorage**

**BIOL A310
Principles of Physiology**

I. Initiation Date: 6 March 2007

II. Course Information:

- A. College:** College of Arts and Sciences
B. Course Subject/Number: BIOL A310
C. Credits and Contact Hours: 4.0 credits, 3+3 Contact Hours
D. Course Title: Principles of Physiology
E. Grading basis: A-F
F. Course Description: This course emphasizes the fundamental principles of cellular and system physiology of animals with emphasis on vertebrate and, in particular, human physiology. Special Note: Satisfies physiology core curriculum requirement for biology majors.
G. Status of course relative to a degree or certificate program: None
H. Course Attributes: BS/BA Biology major core requirement
I. Prerequisites: BIOL A242 and BIOL A242L
J. Registration Restriction: None
K. Course fees: Yes

III. Course Activities:

Course conducted both as lecture with classroom discussions and laboratory activities that reinforce lecture.

IV. Course Evaluation:

Course grading is A-F. Students will be evaluated through a series of examinations, through a research essay, through reading assignments based on the primary literature and through laboratory quizzes and assignments.

V. Instructional Goals and Student Outcomes:

- A. The instructor will:
- Familiarize students with the fundamental biochemical and cellular processes that underpin organ, system and whole animal physiology.
 - Familiarize students with core physiological systems. These will include the endocrine system, the nervous system, the muscular system, the circulatory system, the respiratory system, the systems that regulate water and ion balance, the digestive system and the thermoregulatory system.
 - Illustrate each core physiological system studied with both human and non-human examples.
 - Integrate instruction on biochemical and cellular physiology with instruction on systems physiology, so that students are made aware of the importance of integrated multi-level approaches to the understanding of physiology.
 - Demonstrate the integrated nature of different physiological systems, so that students are made aware of the integrated manner in which the different systems work within a body and are able to apply this in the study of whole human or whole animal biology.

- Provide laboratory experiences designed to a) assist comprehension of important physiological processes, b) develop critical thinking skills, and c) facilitate the integration of cellular and systems physiological concepts.

B. Student Outcomes:

Students will be able to:	Assessment method
Apply the scientific method through formulating hypotheses, proposing testable, predictions, and then testing to reach supportable conclusions	Laboratory assignments.
Demonstrate an understanding of the core concepts and principles of cellular and systems physiology and their application to humans and non-human vertebrates.	Written exams, Laboratory practical exams
Demonstrate an ability to critically read primary literature in physiology.	Reading assignments
Demonstrate the ability to apply the principles of physiology in the critically assess the physiological aspects of a current scientific and/or medical area of research.	Research essay, Reading assignments.
Demonstrate the ability to work with the tools and in settings of physiology.	Laboratory assignments, Laboratory practical exams
Critically observe events or processes and accurately record and analyze observations	Laboratory assignments, practical exams

VI. Course Level Justification:

The exercises and content of this course are designed for upper-division BA and BS students majoring in biology. They are designed to prepare these students for 400-level offerings in animal physiology and to prepare interested students for the physiological sections of the Graduate Record Examinations (GREs) tests and the Medical College Admissions Test (MCAT).

VII. Typical Course Outline

1. Chemistry of Life
 - 1.1 Energy
 - 1.2 Properties of water
 - 1.3 Biomolecules
 - 1.4 Enzymes
2. Cellular Metabolism and Physiology
 - 2.1 Anaerobic metabolism
 - 2.2 Aerobic metabolism
 - 2.3 Membrane structure
 - 2.4 Membrane transport
3. Endocrine system
 - 3.1 Signal transduction pathways
 - 3.2 Hypothalamus and Pituitary gland
 - 3.3 Growth hormone
 - 3.4 Adrenal gland
 - 3.5 Thyroid gland

- 3.6 Pancreas
- 3.7 Hormonal regulation of reproduction
- 4. Nervous system
 - 4.1 Neuron structure
 - 4.2 Generation and transmission of action potentials
 - 4.3 Synaptic transmission
 - 4.4 Functional organization of the nervous system: peripheral nervous system
 - 4.5 Functional organization of the nervous system: central nervous system
- 5. Muscular system
 - 5.1 Muscle cell structure
 - 5.2 Excitation-contraction coupling
 - 5.3 Muscle function
 - 5.4 Regulation of muscle function
 - 5.5 Aerobic and anaerobic exercise
- 6. Circulatory system
 - 6.1 Components of circulatory systems
 - 6.2 The heart: Cardiac muscle
 - 6.3 The heart: Cardiac cycle
 - 6.4 The heart: control of contraction
- 7. Respiratory system
 - 7.1 Physics of respiration
 - 7.2 Ventilation and gas exchange
 - 7.3 Oxygen transport
 - 7.4 Carbon dioxide transport
 - 7.5 Regulation of respiration
- 8. Ion and water balance
 - 8.1 Strategies for ionic and osmotic regulation
 - 8.2 Role of epithelia
 - 8.3 Nitrogen excretion
 - 8.4 The kidney: structure and function
- 9. Digestive system
 - 9.1 Nutrition: nutrients
 - 9.2 Nutrition: energy acquisition
 - 9.3 The digestive system: form and function
 - 9.4 Regulation of digestion
- 10. Thermoregulation
 - 10.1 Physics of heat exchange
 - 10.2 Endothermy
 - 10.3 Physiological responses to cold environments
 - 10.4 Physiological responses to hot environments

VIII. Suggested Texts

Moyes, C.D. and P.M. Schulte. 2006. *Principles of Animal Physiology*. Pearson Benjamin Cummings, California.

Silverthorn, D.U., Johnson, B.R. and Mills, A.C. 2005. *Laboratory Manual for Physiology*. Pearson Benjamin Cummings, California.

IX. Bibliography

- Hill, R.W., Wyse, G.A. and M. Anderson. 2004. *Animal Physiology*. Sinauer, Massachusetts.
- Marieb, E.N. and K. Hoehn. 2007. *Human Anatomy and Physiology*. 7th Edition. Pearson Benjamin Cummings, California.
- Saladin, K. 2007. *Anatomy & Physiology: The Unity of Form and Function*. 4th Edition. McGraw-Hill, New York.
- Sherwood, L., Klandorf, H. and P.H. Yancey. 2005. *Animal Physiology: from genes to organisms*. Thomson, California.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5 A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2 A - General Requirements

2 A 8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process

Program/Course Title: **BIOL A310 – Principles of Physiology**

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Daria O. Carle

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

1. no new library or information support required.

- 2.

- 3.

In. - Tere - 4/4/07
Initiator signature

MEMO TO: Accounting & Enrollment Services subj: **LAB FEE REQUEST**

DEPARTMENT FROM: Biological Sciences

Course & Title: BIOL A310 Principles of Physiology

Year: 2007 Section: Spring 001- Summer 301- Fall 601-

Lab Fee Account Number: 11017

Org.

Obj.

Fund

Current Lab Fee	Requested Action	Total Lab Fee
\$ <u>0</u>	Initiate - Increase - Decrease - Delete (Please Circle One) \$ <u>65</u>	\$ <u>65</u>

Justification: A lab section has been added to this course to complement the lecture section.

This appropriately strengthens and deepens a core biology course. It provides biology majors with laboratory instruction in Physiology at the Biol A310 level, better prepares them for 400 level physiology courses and post-graduate training in medicine and biology and replaces the laboratory section that is no longer run with Biol 415 - Comparative Animal Physiology.

Justification Worksheet: Materials/Supplies Used (list each item separately)

Item Description	Cost
1. Laboratory consumables (e.g. gloves, pipette tips, syringes)	1000
2. Chemical and Biological supplies	1000
3. Glassware and Equipment	1000
4. Stationery and Miscellaneous expenses	120
5.	
6.	
7.	
8.	
9.	
10.	

Total Cost \$3,120.00 / 48 = \$65.00
Anticipated Enrollment Cost Per Student

Department Chair's Signature _____ Date _____

____ Recommended _____ Disapproved

Associate Dean, CAS _____ Date _____

____ Recommended _____ Disapproved

Dean, CAS _____ Date _____

____ Approved _____ Disapproved

Provost _____ Date _____

cc: Accounting Services
CAS Budget Office
Enrollment Services
Department Administrative Assistant/Secretary

Curriculum Coordination Form

Notification Date: 15 DEC 06

Initiating unit: CAS

Affected unit(s): CAS

Course Prefix and Number: A310

Previous Prefix and Number: N/A

Complete Course/Program Title: Principles of Physiology

Previous Course/Program Title: N/A

Description of Action: adding a laboratory section to Biology 310, Principles of Physiology.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College CAS

2. Program/Course Biology 310 - Principles of Physiology

3. Course Prefix BIOL

4. Course Number A310

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition ☒ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☒ part-time faculty	\$
☐ new full-time faculty	\$
☐ reassignment of full-time faculty	\$
☒ additional class/lab space	\$
☐ modification of class/lab space	\$
☐ additional library resources	\$
☐ additional computer equipment	\$
☐ other costs	\$

8. Explanation: The addition of a laboratory component to Biology 310 will require laboratory space for up to 48 students and their instructors. The instructor(s) will be by preference teaching assistants. These costs are off-set by the deletion of the laboratory component of BIOL A415 Comparative Animal Physiology. Any increase in cost to the college is a reflection of the larger class size of BIOL A310, which is, in turn, a reflection of the greater appropriateness of BIOL A310. Unlike BIOL A415, BIOL A310 is a course taken by all biology majors - excepting those who take plant physiology - and a prerequisite for our 400-level human and animal physiology offerings.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

March 30, 2007

TRANSMITTAL MEMO

To: CTC – PICR

From: Tim Doebler

RE: BAHRM catalog and curriculum revisions

This memo serves to make you aware that there have been minor revisions made to catalog copy for the Bachelor of Arts in Hospitality and Restaurant Management (BAHRM). Additionally, one course from the major (CA A495) has been revised and the CAR and CCG for said course are included with this memo. The changes to the catalog copy are:

-It is no longer necessary to advise students that they must take ENVI A202, PSY A111, and SOC A101 to meet Program Requirements. Past Majors were advised to take these courses as they met prerequisites for other courses. However that is no longer the case

-MATH A105 meets the current prerequisites for Business Core Courses. It is no longer necessary to advise Majors to take MATH A107

-Foreign languages are no longer required to meet UNLV prerequisites

-ACCT A316 is no longer required in the Business Core of the Major

-CIS A110 is now required in the Business Core of the Major

-HA 490 (3cr) at NAU is now HA 490C (3cr)

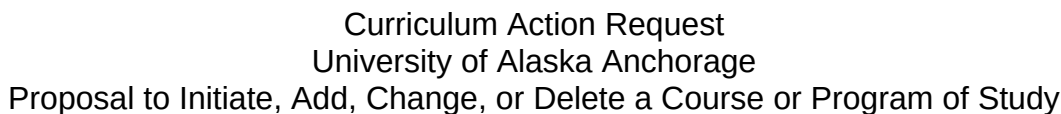
-HA 411 (3cr) at NAU has been replaced with HA 442 (3cr)

-HMD 312 (3cr) at UNLV has been renumbered HMD 202 (3cr)

-TCA 311 (3cr) at UNLV has been deleted

-The previous credit requirement to graduate was NAU (124cr) and UNLV (127cr) is now 124 credits regardless of which institution a Major attends.

-Finally, the original capstone course for the BAHRM program; CA A495 has been revised to better reflect the integration of the GER courses. The CAR & CCG are attached.



_____ Initiator (faculty only) _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Department Chairperson _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____	_____ Approved _____ _____ Disapproved: _____ Dean/Director of School/College _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____ _____ Approved _____ _____ Disapproved: _____ Provost or Designee _____ Date _____

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE**

Program: Culinary Arts and Hospitality **Date:** March 30, 2007
Course Number: CA A495
Course Title: Hospitality Internship
Credits: 6.0 credits

I. Course Description

Allows for application of theoretical concepts and principles in the hospitality restaurant management work environment. Emphasizes professional competency in customer relations and service, human resource management, operations management, food and beverage cost control, marketing, ethics, and service quality control. Requires a minimum of 560 hours at work site plus 40 hours of related seminar instruction and project work.

Special note: Requires professional business attire.

II. Course Design

- A. Integrates knowledge and skills acquired in GER and major requirements for the BAHRM with the application of hospitality restaurant management principles for students in their senior year.
- B. 6.0 credits
- C. Total time of student involvement: 600 hours
 - 1) Tutorial: 20 hours
 - 2) Projects: 20 hours
 - 3) Work site: 560 hours
- D. This course is required for the Bachelor of Arts in Hospitality Restaurant Management.
- E. No lab fees are assessed for this course.
- F. Special note: Course may be taught in a 40 hour weekly timeframe in not less than 15 weeks. Intern may not work on site beyond the number of hours allowed by law. To serve alcoholic beverages, intern must be 21 years old.
- G. This is a revised course.

- H. Course coordinated with: Not applicable
- I. Course Level Justification: Integrates knowledge from GER courses and the Culinary Arts Core, UAA Business Core and UNLV or NAU Hospitality Management Core.

III. Course Activities

Includes various practicum learning experiences at hospitality/hotel/restaurant venues supplemented with related tutorial instruction with faculty.

IV. Course Registration Restrictions

- 1) Completion of GER Tier 1 (Basic college-level skills).
- 2) Completion of Culinary Core, Business Core, UNLV or NAU Hospitality Core.
- 3) Maintain minimum cumulative GPA of 2.0

V. Course Evaluation

- A. Grades will be A-F.
- B. Evaluation will be based on industry research papers, written exams, work related projects, solutions to proscribed hypotheticals.

VI. Course Outline

Because the internship objectives will be different for each student, an individual course outline will be completed for each student's experience prior to beginning work. Consideration will be given to the topic areas listed below:

- 1.0 Guest and employee safety
- 2.0 Information management systems
- 3.0 Human resource management and employee relations
- 4.0 Marketing and public relations
- 5.0 Purchasing, inventory and cost control systems
- 6.0 Strategic planning
- 7.0 Service quality control
- 8.0 Ethical practices in the hospitality industry
- 9.0 Hospitality concepts and design
- 10.0 Operations management:
 - a. Foodservice operations
 - b. Beverage operations
 - c. Conference and catering operations
 - d. Hotel and lodging operations

- e. Entertainment operations

VII. Required Course Documents

- 1) Intern/employer agreement (contract)
- 2) Intern log book

VIII. Bibliography and References

- Angelo, R. (2004). *Hospitality today: an introduction, 5th ed.* Miami, FL: International University Press.
- Botherton, B. (2003). *The international hospitality industry: structure, character and issues.* Cornwall, UK: MPG Books.
- Gilmore, S. (2005). *Cases in human resource management in hospitality.* Upper Saddle, NJ: Prentice Hall.
- Jacobs, R. & Jones, M. (2003). *Structured on-the-job training: Unleashing employee expertise in the workplace.* San Francisco: Barrett-Koehler.
- Miller, J. & Hayes, D. (2005). *Food and beverage cost control, 4th ed.* Hoboken, NJ: John Wiley & Sons.
- Pautler, A. & Buffamanti, D. (1997). *Winning ways: best practices in work-based learning.* Ann Arbor, MI: Prakken Publishing.
- Rutherford, D. (2006). *Hotel management and operations, 3rd ed.* New York: John Wiley & Sons.

IX. Outcomes and Assessment

Instructional Goal: Prepare students, through intensive internship experience, to meet education, management and professional conduct requirements expected by the restaurant and hospitality industry.

Student Outcomes	Relation to GER Capstone requirements	Assessment Strategies (Artifacts)
Apply hospitality management principles to assess safety, security and sanitation systems and determine if guest and work environments are safe, secure and sanitary.	Integrate knowledge of core culinary and business courses and natural science to evaluate viability of systems and protocols.	-Intern log book -Individualized projects -Project presentations -Preceptor evaluations -Solutions to real and hypothetical workplace scenarios -Research of industry literature
Apply hospitality management practices and principles of food, beverage, labor and lodging cost control to ensure profitability.	Integrate knowledge from across the GER and critical thinking, written and oral communication skills to evaluate and communicate the soundness of an operation's systems and propose viable solutions or improvements.	-Intern log book -Individualized projects -Project presentations -Preceptor evaluations -Solutions to real and hypothetical workplace scenarios -Research of industry literature
Apply hospitality management principles to review human resource management and supervision practices.	Integrate skills and knowledge gained in core business courses, social sciences and humanities to determine effectiveness of human resource and labor relations.	-Intern log book -Individualized projects -Project presentations -Preceptor evaluations -Solutions to real and hypothetical workplace scenarios -Research of industry literature
Research customer service satisfaction and develop strategy for improvement	Utilize information literacy to assess and improve customer satisfaction.	-Intern log book -Individualized projects -Project presentations -Preceptor evaluations -Solutions to real and hypothetical workplace scenarios -Research of industry literature



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition	
2. Course Prefix N/A	3. Course Number N/A	4. Previous Course Prefix & Number N/A		5a. Credits N/A	5b. Contact Hours (Lecture + Lab) N/A
6. Complete Course/Program Title Hospitality & Restaurant Management Catalog Copy <u>Hospitality and Restaurant Management, BA</u>					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action ☐ Course ☒ Program			9. Repeat Status <u>N/A</u> # of Repeats Max Credits		
☐ Add ☐ Prefix ☐ Course Number ☒ Change ☐ Credits ☐ Contact Hours (mark appropriate boxes) ☐ Title ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other			10. Grading Basis ☐ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: <u>FA/2007</u> To: <u>/9999</u>		
			12. ☐ Cross Listed with <u>N/A</u> ☐ Stacked with <u>N/A</u> _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: UAA Listserv, Extended Sites Department, School, or College _____ Initiator Signature Date					
15. <u>N/A</u> General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
16. Course Description Update the Catalog Copy for the Bachelor of Arts Degree in Hospitality & Restaurant Management					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) N/A ☐ College ☐ Major ☐ Class ☐ Level		17e. Registration Restriction(s) (non-codable) N/A			
18. ☐ Mark if course has fees					
19. Justification for Action Course offerings have changed at UAA, NAU & UNLV.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

BACHELOR OF ARTS HOSPITALITY AND RESTAURANT MANAGEMENT

GENERAL EDUCATION REQUIREMENTS

1. Complete the General Education Requirements (GER) for Baccalaureate Degree located at the beginning of this chapter.
2. Students are highly encouraged to coordinate their course selection with their program advisor. Some courses that may fulfill general education requirements and baccalaureate requirements are prerequisites to required business core courses. To avoid taking additional courses later, it is highly recommended students complete: ECON A201 and ECON A202, and MATH A105.

MAJOR REQUIREMENTS

1. Culinary Core - complete all of the following courses:

DN A102	Principles of Nutrition	3 cr.
CA A103	Culinary Skill Development	4 cr.
CA A104	Sanitation	2 cr.
CA A105	Principles of Food Science	3 cr.
CA A107	Culinary Cost Control	2 cr.
CA A110	Quantity Food Purchasing	2 cr.
CA A111	Bakery Skill Development	4 cr.
CA A201	A la Carte Kitchen	4 cr.
CA A224	Hospitality Service	3 cr.
CA A225	Hospitality Design Concepts	3 cr.

2. Business Core - Complete all of the following courses:
Note: To meet prerequisites, the following courses must be taken in a certain sequence - you are encouraged to plan your course schedule with the program advisor

ACCT A201	Principles of Financial Accounting	3 cr.
CIS A110	Computer Concepts in Business	3 cr.
ACCT A202	Principles of Managerial Accounting	3 cr.
AS A252	Applied Statistics	3 cr.
BA A300	Organizational Theory & Behavior	3 cr.
BA A343	Principles of Marketing	3 cr.
BA A310	Consumer Behavior	3 cr.
BA A361	Human Resource Management	3 cr.
BA A463	Promotion Management	3 cr.
BA A488	The Environment of Business	3 cr.

3. Hospitality and Restaurant Management Core. Note: Students MUST complete the General University Requirements, the Baccalaureate Degree Requirements, the Culinary Core and the Business Core before completing the Hospitality and Restaurant Management Core. Also, two semesters prior to transferring to either NAU or UNLV students MUST apply for National Student Exchange (NSE). UNLV requires transfer students to have an overall GPA of 2.5. (Special note: It is possible to complete NAU or UNLV coursework via distance delivery. This requires special coordination with your UAA program academic advisor).

Northern Arizona University (NAU)

a. Complete the following:

HA	335	Hospitality Law	3 cr.
HA	345	Human Resource Management	3 cr.
HA	355	Food and Beverage Cost Control	3 cr.
HA	400	Hospitality Sales Management	3 cr.
HA	490C	Senior Seminar (last semester at NAU)	3 cr.

b. Additionally, complete three courses from the following:

HA	340	Beverage and Bar Operations (Must be 21 or older)	3 cr.
HA	390	International Hospitality Operations (spring/fall)	3 cr.
HA	401	Resort Management (spring)	3 cr.
HA	435	Hospitality Litigation (fall)	3 cr.
HA	442	Advanced Food & Beverage Management	3 cr.
HA	477	Casino Management (fall)	3 cr.

University Nevada Las Vegas (UNLV)

a. Complete the following:

HMD	114	Lodging Operations	3 cr.
HMD	202	Exec. Planning/Housekeeping Operations	3 cr.
HMD	395	Facilities Management	3 cr.
HMD	401	Hotel Law	3 cr.
HMD	410	Hospitality Security/Preservation of Assets	3 cr.
TCA	379	Catering Sales and Operations	3 cr.
TCA	385	Convention Service Management	3 cr.
HMD or TCA		Elective (300 level or higher)	3 cr.

4. Internship Requirement

CA	A495	Hospitality Internship	6 cr.
Total:			124 cr.

5. A total of 124 credits is required for the degree of which 42 must be upper division. Of those 42 upper division credits a total of 24 must be completed in residence at UAA.

Christine Tullius

From: aygov [aygov@uaa.alaska.edu]
Sent: Monday, April 02, 2007 3:21 PM
Subject: OPRA GER Topic Paper and Tier 1-Tier 3 Sections
Attachments: OPRA Projection Tier 1 & 3 Sections.doc; Tier 1 & Tier 3 Projection Data Tables.xls

Date: April 2, 2007

To: Provost, Assistant Provost for Academic Affairs, CAS Dean, Chair Mathematical Sciences Department, Chair Communication Department, Chair English Department, & OPRA

From: Ben Curtis, Chair GERC & Caedmon Liburd, Chair UAB

Subject: OPRA GER Topic Paper and Tier 1-Tier 3 Sections

After review of OPRA's GER Topic Paper, the General Education Review Committee (GERC) concluded that implementation of GER revisions in the current UAA catalog might lead to "bottlenecks" for timely completion of GER Tier 1 and Tier 3 in AY 08-09 and beyond. The GERC requested that OPRA develop an approximation of any needed additional Tier 1 and Tier 3 sections. OPRA's projections and an explanation of the assumptions used to make these projections are in the attached documents. Tier 1 projections are summarized in Figure D and Tier 3 in Figure E of the attached Data Tables. While these approximations have a substantial margin of error, they provided a validation for the GERC's concerns.

In regards to Tier 3, the current UAA catalog states that, "The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs." The GERC requested that OPRA estimate the number of "general purpose" Tier 3 Integrative Capstone sections that would be needed for students without a capstone course in their major for graduation in Fall 08 and Spring 09. There are currently six Tier 3 Capstone courses identified by the GERC as "general purpose" based on their required prerequisites providing access for a variety of students in different majors to the course [Capstone course (sections offered 06-07): CIS A376(6 sections), CM A422(0), HIST A390A(1), HIST A427(0), PEP A384(1), & STAT A308(1)]. The CPBB GERC representative has informed the GERC that it is not possible with existing faculty to offer additional capacity in CIS A376. Based on the OPRA estimate of a potential need for 350 "general purpose" Tier 3 capstone seats in 08-09, if one uses the average capstone section size of 25 from the GER Topic Paper, 14 "general purpose" capstone sections would be needed. To meet this projected need, the GERC would like to request a continuation of summer funding from Administration for capstone course development (\$1000/course). Specifically, the GERC requests the availability of funds to allow a RFP to all faculty for distributing funds for summer 2007 development of 10 "general purpose" capstone courses with the intention to offer these new courses in AY 08-09.

In regards to Tier 1 Basic College-Level Skills, the current UAA catalog states that "Baccalaureate students are required to complete the 12 credits of Basic College-Level Skills before completing 60 total degree applicable credits." The Registrar has informed UAB that an upgrade to Banner will allow an effective enforcement of this policy in Fall 2008. For UAA students from 02-06, the GER Topic Paper reports that "58% of the headcount and 63% of the Tier I enrollment occurs AFTER the student has reached upper-division status base on cumulative credit hours already earned." Enforcement of the 12 credits of Tier 1 before 60 credits in Fall 2008 would require a shift from the 02-06 pattern of students completing Tier 1 requirements spread over 5 years, to completion in the first two years of academic standing, producing a "surge" in Tier 1 enrollment.

Assuming that in Fall 2008 all incoming students are required to complete their 12 credits of Tier 1 before 60

credits, the GERC requested that OPRA approximate the number of additional Tier 1 sections needed to accommodate students at section caps and current average section sizes for all Tier 1 courses in each category (Quantitative Skills, Oral Communication Skills, and Written Communication Skills). Three scenarios are summarized in Figure D of the attached Data Tables. The first two scenarios assume that existing sections could be filled to capacity limits. As all the Tier 1 courses are not equally utilized to fulfill the Tier 1 GER requirement (particularly in Quantitative Skills), further analysis may be needed to evaluate the extent of accommodating a surge in Tier 1 enrollment provided by increasing section fill rates. The large differences in the projected sections required produced by the different scenarios does not support a specific recommendation for each Tier 1 category, but confirms that “bottlenecks” for student access and completion of the 12 credits of Tier 1 courses before 60 credits is a potential problem.

As an academic advisory body, UAB established four goals for this year, one of which was to review and provide recommendations on any matter of academic importance. As a standing committee of UAB, the GERC recognizes that implementation of GER reforms and revisions have resource implications. Development of revisions to the UAA GER requirements to address the *2000 accreditation report* received commendation in the 2005 NWCCU Regular Interim Report.

“The committee recommends the Faculty Senate formalize a review of general education requirements that addresses their rationale and plan. Input should be sought from the faculty, administrative staff, and other stakeholders throughout UAA. It is expected that the work on articulating and communicating general education’s mission, goals, and objectives of general education will continue.”

The effort to adopt these requirements was led by a Faculty Senate Committee and took almost two years. A favorable faculty vote occurred in 2004. The general education requirements and their subject distribution is included in the 2005-2006 Catalog and are effective with this fall’s entering class. While the list is, for the most part, standard to almost all universities, it does represent considerable exploration on the part of this faculty, and provides a clear pathway for students. The list will also ease the movement of students who so choose from the Associate Degree to the four-year program.”

In order for the GER program to succeed in providing “a clear pathway for students,” the GERC recommends that appropriate resources are needed to provide access for students to Tier 1 and Tier 3 GER courses in order to prevent disruption of the successful implementation of GER reforms.

Other stakeholders may develop different conclusions, recommendations, and/or strategies based on the OPRA projections for the potential for “bottlenecks” in student access to Tier 1 and Tier 3 GER courses; however, the GERC would like to make the following recommendations.

1. Providing resources to offer sufficient Tier 3 Sections to allow students to meet this GER requirement for graduation in AY 08-09 and beyond is given a top priority.
2. Providing resources to Departments with the requisite pedagogical skills for offering sufficient Tier 1 Sections to allow students to complete their 12 credits of basic skills before 60 credits is given a high priority.

The GERC has no specific role in resource allocation, but welcomes the opportunity to continue to review and respond to academic matters, such as those presented in OPRA’s GER Topic Paper, and provide advisory input to Administration.

March 19, 2007

To: Ben Curtis, Chairman
GER Committee

From: Gary Rice, Director
OPRA

Subject: Projecting Needed Sections in Tier I GER Courses

Ben, at the request of your GER Committee, We have prepared a model that you can utilize to estimate the number course sections likely to be needed in the 3 Tier I categories to comply with the policy change that requires 12 credit hours in Tier I courses before the first 60 cumulative hours are completed by degree seekers. We point out that this model is predicated upon historical trends for the past two Fall semesters, several assumptions, and decision rules I will subsequently identify as I describe how the model was created and the 3 scenarios that were modeled. This model, like all models, is only accurate within the specified parameters.

We have prepared four figures (See attached) to illustrate the model. Lay the figures beside this narrative to follow along as you read the following explanation. I will walk you through the Full-time only degree seekers in just Quantitative Skills to simplify the explanation. I have made certain numbers Bold with associated letters so you can track them between the figures. If you have any questions about assumptions, decision rules made, and/or scenarios constructed, please let me know. I recommend that you share this model with the Provost when you discuss this issue so he has a common understanding about how the numbers were derived.

THE ISSUE

UAA has enacted a recent policy that all Baccalaureate degree seeking students are to have completed at least 12 credit hours in Tier I GER courses by the time they have completed 60 cumulative credit hours toward their 120-credit requirement for most Baccalaureate Degrees. There is some talk that the policy may soon be expanded to include Associate degree seekers as well. It is known that a number of current students have not met that requirement and the concern is the impact this policy will have as those students surge to comply on top of the continuing flow of new students into the pipeline each year. The question is: How long will it take for this surge to work its way through the system and how many sections in each Tier I discipline will be required to accommodate this surge and for how long?

Assumption 1: All students currently pursuing a degree program will continue to do so and will have to meet the requirement. Juniors and Seniors who have already passed the 60-credit requirement will still move immediately to comply.

Assumption 2: Current course taking proportions by lower division students will remain the same. That accounts for current patterns of course attrition and repeaters within GER courses.

Assumption 3: The 60-credit cutoff point does not require that all students must have met the 12-credit requirement within two calendar years. Note: The data can be read for 'Full-time only' if the interest is meeting the surge requirement in two calendar years and 'Total' if the interest is just meeting the surge requirement before graduation.

Assumption 4: The 60-credit cutoff requirement currently applies to only Baccalaureate seeking students but Associate seekers and non-degree seekers will continue to take GER courses and will impact the surge in the same pattern as their recent past history.

We start by examining the enrollment history in GER Tier I courses for the past two Fall semesters (See Figure A-1--Quantitative Skills). Enrollment has been segmented into (1) Full-Time degree seekers only and (2) Total degree seekers--Full time + Part time. Within each of these two segments the enrollment has been further segmented, by class level, into the following categories: (1) UAA four-year degree seekers, (2) UAA two-year degree seekers, (3) combined two-year + four-year degree seekers, and (4) others = non-degree seekers and other MAU students taking UAA GER courses. Within each cell the number of enrollees each semester who had/had not met the GER Tier I requirement as of that semester was determined. To illustrate, in Fall 2006 708 of the 965 first-time freshmen (73.4%) had not completed the full requirement, which is not unexpected.

That semester there were 4,849 total students across all student levels who had not completed the 12-credit GER Quantitative Skills requirement. Those 708 first-time full-time freshmen constituted 14.6% of all 4,849 non-GER completers (See 'A') which means as full-timers they still have to meet the requirement and will likely be signing up for these courses before the end of their sophomore year. Across all student levels, in Fall 2006 there were 1,853 full-time four-year degree seekers (38.1%--See 'B') who will likely be seeking to meet their GER requirements in Quantitative Skills. That percentage will increase to 38.9% of 7,337 total students (full + part time students).

Assumption 5: The baseline percentage of Full-time students taking GER Tier I Quantitative Skills would be the past 5-year average.

Assumption 6: Projected enrollment in Quantitative Skills will continue the growth rate trend of the past two years into Fall 2007.

Assumption 7: All upper division Full-time students who have not met the Quantitative Skills criterion before Fall 2007 will immediately seek to take such courses during Fall 2007.

The overall 5-year average percentage of first-time full-time freshmen who took Quantitative Skills GER courses was 6.8% of all full-time Baccalaureate degree seekers. Across all student levels, 20.9% of full-time students, on average, have taken their GER Quantitative Skills during Fall semester. Recall from Figure 'A' that 14.6% of first-time full-time freshmen had not taken the GER requirement. Subtracting the 6.8% who typically have taken this GER requirement over the years leaves 7.8% who may need to respond to the policy change. Note: Observe that the percentages of full-time degree seekers who are Juniors and Senior when taking Quantitative Skills courses is carried over to be the same percentages who will be in need of doing so in Fall 2007. Adding the percentages who have not met the GER requirement produces 38.1% (See 'B'). Adding the proportions of full-time students in Fall 2006 that will likely need to respond to the policy in Fall 2007, the total is 17.6% surge. That leads to the question 17.6% surge of what projected number in Fall 2007?

Total full-time enrollment in Quantitative Skills GER courses was 4,658 in Fall 2005 and 4,859 in Fall 2006. It was extrapolated that Fall 2007 full-time projected enrollment would be 5,000 (See Figure B-1—underlined). Simply multiplying the projected total enrollment of full-time students times the proportion needing to respond to the policy by student level e.g. $5,000 \times 7.8\% = 390$ additional first-time full-time freshmen in Fall 2007 that will need to be enrolling in GER Tier I Quantitative Skills courses. Summing across all student levels produces 878 additional student surge for Fall 2007 (See 'C') on top of the expected proportions that have historically entered these courses each Fall semester. Note: it was projected that 7,500 full and part-time students combined would be enrolling in these courses and that would produce a 1,990 surge in total Quantitative Skills students.

Assumption 8: Class capacities in individual GER Tier I courses would remain at their current department-set caps into the future.

Assumption 9: Students would make more use of course availability and capacity during Summer term than has been historically utilized.

The previous two figures used Fall semesters to establish model parameters. Figure C reports the total actual enrollment by semester/term within academic year and percentage of capacity (course fill rate) by each GER Tier I discipline (See 'C'). Over the past 5 years, Quantitative Skills GER Tier I courses have been 55% full during Summer terms, 83% full during Fall semesters, and 77% full during Spring semesters. Over the past 5 years there has been an average of 833 seats left vacant below department-set caps per year (See 'C'). The average section size during the past 5 years has been 26.3.

The 3 previous figures have set the parameters for this model to project how to handle the anticipated surge by controlling two variables: (1) Class capacity and (2) number of sections. The following 3 scenarios present the length of time to accommodate the

anticipated surge. Again I am only illustrating the surge in Quantitative Skills but Figure D shows the impact across all three Tier I Disciplines.

Scenario 1: Bring Classes to Full Capacity with No Sections Added—Years Required.

Figure C showed an average of 833 annual seats available (See 'D'). Figure B determined there would be a project need of an additional 878 seats (See 'C'). Therefore, Figure D shows UAA could handle just full-time four-year degree seeking students surge in 1/10 of a year no additional sections but filling existing sections to capacity limits. If one combines 2 and four year degree full-time seats needed (1,533) with 833 seats available it would take 8/10 of a year. If one combines full and part time students seeking a four-year degree it would take 1.4 years and last, combining full and part-time students seeking either a two year or four year degree would require 3.4 years.

Oral Communications has fewer available seats based on their current caps so it would take more years to move their surge through the system. Written Communication would be intermediate between Quantitative Skills and Oral communication in handling their surge under this scenario.

Scenario 2: Additional Sections Needed to Eliminate Surge within 3 Years—Current Caps

Scenario 2 is equivalent to Scenario 1 but it shows the number of additional sections required to remove the surge within 3 years. It would require no additional sections to handle all conditions except full and part-time students seeking either four-year or two-year degrees. In the latter it would require 12 additional sections to meet the three-year deadline.

Scenario 3: Additional Sections Needed to Eliminate Surge within 5 years—Current Section Size

Figure C revealed that the average section size in Quantitative Skills courses over the past 5 years has been 26.3 and they have been between 77-83% of capacity (See 'E'). If Quantitative Skills courses remained at 26.3 average section size fill rate it would take 7 additional sections to remove the surge among full-time students seeking the 4-year degree within 5 years. It would take 12 additional sections to handle full-time students seeking either two-year or four-year degree, and 28 additional Quantitative Skills sections to handle the surge of both full-time and part-time students seeking either two-year or four-year degree.

SUMMARY

We can provide you with the model spreadsheets if you desire to modify or make additional assumptions. Given these assumptions, it is our belief that the surge could be accommodated with existing sections in GER Quantitative Skills courses. If courses

were filled to current capacity the most additional sections would need to be added for Oral Communications courses. Written Communications would require 23 additional sections over 3 years to accommodate both full and part-time students seeking either a Baccalaureate or Associate degree. If the Associate degree does not require these GER requirements, it could be done in less time.

Figure A - 1

Fall 2005 and Fall 2006 Undergraduates Academic Status in Meeting GER Tier I Requirement - Quantitative Skill

Quantitative Skill	Full-time Only										Total										Fall 2006 Not Met Represents % of	
	Fall 2005					Fall 2006					Fall 2005					Fall 2006					Full-time Total	All Student
	Met	Not Met	Total	% Not Met	% Total	Met	Not Met	Total	% Not Met	% Total	Met	Not Met	Total	% Not Met	% Total	Met	Not Met	Total	% Not Met	% Total		
UAA Four Year																						
First-timer	196	634	830	76.4%	17.8%	257	708	965	73.4%	19.9%	206	793	999	79.4%	14.3%	273	916	1189	77.0%	16.2% (A)	14.6%	12.5%
Freshmen	80	294	374	78.6%	8.0%	94	286	380	75.3%	7.8%	141	552	693	79.7%	9.9%	157	558	715	78.0%	9.7%	5.9%	7.6%
Sophomore	551	439	990	44.3%	21.3%	558	382	940	40.6%	19.3%	778	624	1402	44.5%	20.0%	799	561	1360	41.3%	18.5%	7.9%	7.6%
Junior	695	243	938	25.9%	20.1%	731	219	950	23.1%	19.6%	990	386	1376	28.1%	19.7%	1,041	371	1412	26.3%	19.2%	4.5%	5.1%
Senior	1,286	240	1,526	15.7%	32.8%	1,366	258	1,624	15.9%	33.4%	2,102	425	2,527	16.8%	36.1%	2,212	449	2,661	16.9%	36.3%	5.3%	6.1%
All	2,808	1,850	4,658	39.7%	100.0%	3,006	1,853	4,859	38.1%	100.0%	4,217	2,780	6,997	39.7%	100.0%	4,482	2,855	7,337	38.9%	100.0% (B)	38.1%	38.9%
UAA Two Year																						
First-timer	39	333	372	89.5%	25.6%	35	327	362	90.3%	24.8%	46	465	511	91.0%	16.4%	42	520	562	92.5%	17.5%	22.4%	16.2%
Freshmen	48	247	295	83.7%	20.3%	53	245	298	82.2%	20.4%	120	690	810	85.2%	26.0%	134	673	807	83.4%	25.2%	16.8%	21.0%
Sophomore	163	231	394	58.6%	27.1%	175	214	389	55.0%	26.6%	355	498	853	58.4%	27.4%	355	515	870	59.2%	27.1%	14.6%	16.1%
Junior	148	95	243	39.1%	16.7%	135	118	253	46.6%	17.3%	318	225	543	41.4%	17.4%	322	235	557	42.2%	17.4%	8.1%	7.3%
Senior	122	26	148	17.6%	10.2%	130	30	160	18.8%	10.9%	309	86	395	21.8%	12.7%	329	80	409	19.6%	12.8%	2.1%	2.5%
All	520	932	1,452	64.2%	100.0%	528	934	1,462	63.9%	100.0%	1,148	1,964	3,112	63.1%	100.0%	1,182	2,023	3,205	63.1%	100.0%	63.9%	63.1%
Combined 2 & 4 Year																						
First-timer	235	967	1,202	80.4%	19.7%	292	1,035	1,327	78.0%	21.0%	252	1,258	1,510	83.3%	14.9%	315	1,436	1,751	82.0%	16.6%	16.4%	13.6%
Freshmen	128	541	669	80.9%	10.9%	147	531	678	78.3%	10.7%	261	1,242	1,503	82.6%	14.9%	291	1,231	1,522	80.9%	14.4%	8.4%	11.7%
Sophomore	714	670	1,384	48.4%	22.7%	733	596	1,329	44.8%	21.0%	1,133	1,122	2,255	49.8%	22.3%	1,154	1,076	2,230	48.3%	21.2%	9.4%	10.2%
Junior	843	338	1,181	28.6%	19.3%	866	337	1,203	28.0%	19.0%	1,308	611	1,919	31.8%	19.0%	1,363	606	1,969	30.8%	18.7%	5.3%	5.7%
Senior	1,408	266	1,674	15.9%	27.4%	1,496	288	1,784	16.1%	28.2%	2,411	511	2,922	17.5%	28.9%	2,541	529	3,070	17.2%	29.1%	4.6%	5.0%
All	3,328	2,782	6,110	45.5%	100.0%	3,534	2,787	6,321	44.1%	100.0%	5,365	4,744	10,109	46.9%	100.0%	5,664	4,878	10,542	46.3%	100.0%	44.1%	46.3%
Other																						
First-timer	1	26	27	96.3%	3.6%	2	18	20	90.0%	2.7%	1	45	46	97.8%	0.6%	2	41	43	95.3%	0.5%	2.4%	0.5%
Freshmen	68	382	450	84.9%	59.3%	81	367	448	81.9%	59.4%	683	5,919	6602	89.7%	80.5%	621	5,766	6387	90.3%	79.4%	48.7%	71.7%
Sophomore	51	113	164	68.9%	21.6%	64	107	171	62.6%	22.7%	143	436	579	75.3%	7.1%	178	421	599	70.3%	7.4%	14.2%	5.2%
Junior	29	26	55	47.3%	7.2%	27	33	60	55.0%	8.0%	95	143	238	60.1%	2.9%	100	158	258	61.2%	3.2%	4.4%	2.0%
Senior	33	30	63	47.6%	8.3%	37	18	55	32.7%	7.3%	415	318	733	43.4%	8.9%	459	297	756	39.3%	9.4%	2.4%	3.7%
All	182	577	759	76.0%	100.0%	211	543	754	72.0%	100.0%	1,337	6,861	8198	83.7%	100.0%	1,360	6,683	8043	83.1%	100.0%	72.0%	83.1%
Total																						
First-timer	236	993	1,229	80.8%	17.9%	294	1,053	1,347	78.2%	19.0%	253	1,303	1,556	83.7%	8.5%	317	1,477	1,794	82.3%	9.7%	14.9%	7.9%
Freshmen	196	923	1,119	82.5%	16.3%	228	898	1,126	79.8%	15.9%	944	7,161	8,105	88.4%	44.3%	912	6,997	7,909	88.5%	42.6%	12.7%	37.6%
Sophomore	765	783	1,548	50.6%	22.5%	797	703	1,500	46.9%	21.2%	1,276	1,558	2,834	55.0%	15.5%	1,332	1,497	2,829	52.9%	15.2%	9.9%	8.1%
Junior	872	364	1,236	29.4%	18.0%	893	370	1,263	29.3%	17.9%	1,403	754	2,157	35.0%	11.8%	1,463	764	2,227	34.3%	12.0%	5.2%	4.1%
Senior	1,441	296	1,737	17.0%	25.3%	1,533	306	1,839	16.6%	26.0%	2,826	829	3,655	22.7%	20.0%	3,000	826	3,826	21.6%	20.6%	4.3%	4.4%
All	3,510	3,359	6,869	48.9%	100.0%	3,745	3,330	7,075	47.1%	100.0%	6,702	11,605	18,307	63.4%	100.0%	7,024	11,561	18,585	62.2%	100.0%	47.1%	62.2%