Undergraduate Academic Board
Agenda

November 18th, 2011
2:00-5:00
ADM 204

I. Roll

( ) Hilary Davies	( ) Joan O'Leary	( ) Helena Jermalovic	( ) Adjunct vacancy
( ) Paola Banchero	( ) Hilary Seitz	( ) Francisco Miranda	( ) USUAA vacancy
( ) Vacancy	( ) Cheryl Smith	( ) Barbara Harville	Ex-Officio Members:
( ) Mari Ippolito	( ) Utpal Dutta	( ) Bettina Kipp	( ) Bart Quimby
( ) Susan Fallon	( ) Kevin Keating	( ) David Edgecombe	( ) Shirlee Willis-Haslip
( ) Dave Fitzgerald	( ) Marion Yapuncich	( ) Kathrynn Hollis Buchanan	( ) Gianna Ridgeway

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

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

IV. Administrative Report

A. Interim Vice Provost for Curriculum and Assessment Bart Quimby

B. Interim University Registrar Shirlee Willis-Haslip and Associate Registrar Lora Volden

V. Chair's Report

A. UAB Chair- Hilary Davies

B. GERC- Sue Fallon

VI. Program/Course Action Request- Second Readings

Chg	PSY A365	Child & Adolescent Development (3 cr)(3+0) (pg. 5-11)
Add	PSY A442	Psychopathology of Childhood and Adolescence (3 cr)(3+0)(pg. 12-18)
Chg	ENGL A476	History of English Language (3 cr)(3+0)(pg. 19-24)

VII. Program/Course Action Request- First Readings

Add	BA A266	Retailing Management (3 cr)(3+0)(pg. 25-30)
Add	NURS A203	Preparing for Nursing Program Success (3 cr)(3+0)(pg. 31-36)
Add	NS A203	Preparing for Nursing Program Success (3 cr)(3+0)(pg. 37-42)
Chg	MUS A111	Fundamentals of Music (3 cr)(3+0)(pg. 43-46)
Chg	MUS A112	Practical Theory (3 cr)(3+0)(pg. 47-49)
Chg	MUS A115	Jazz Theory I (3 cr)(3+0)(pg. 50-52)
Chg	MUS A116	Jazz Theory II (3 cr)(3+0)(pg. 53-55)
Chg	MUS A133	Aural Skills I (2 cr)(2+0)(pg. 56-59)
Chg	MUS A134	Aural Skills II (2 cr)(2+0)(pg. 60-63)
Chg	MUS A150	Piano Class I (1 cr)(1+0)(pg. 64-66)

Chg	MUS A163	Private Lessons (Non-Juried) (1-2 cr)(1-2+0)(pg. 67-70)
Chg	MUS A164	Private Lessons (Non-Major) (1-2 cr)(1-2+0)(pg. 71-74)
Chg	MUS A233	Aural Skills II (2 cr)(2+0)(pg. 75-78)
Chg	MUS A234	Aural Skills IV (2 cr)(2+0)(pg. 79-82)
Chg	EDEL A325	Teaching Literacy in Elementary Schools (6 cr)(6+0)(pg. 83-90)
Chg	EDEL A392	Elementary Education Seminar I: Culturally Responsive Teaching (2 cr)(1.5+1.5)(pg. 91-97)
Chg	EDEL A395	Elementary Education Practicum I: Literacy & Social Studies (2 cr)(0+6)(pg. 98-103)
Chg	JUST A384	Contemporary Corrections (3 cr)(3+0)(pg. 104-108)
Chg	ES A341	Fluid Mechanics (3 cr)(3+0)(pg. 109-113)
Chg	ES A341L	Fluid Mechanics Laboratory (1 cr)(0+3)(pg. 114-117)
Add	CE A414	Soil Strength and Slope Stability (Stacked with CE A614) (3 cr)(3+0)(pg. 118-122)
Chg	CE A441	Fundamentals of Environmental Engineering and Applied Environmental Science (Stacked with AEST A641)(3 cr)(3+0)(pg. 123-127)
Chg	CE A442	Environmental Systems Design (3 cr)(3+0)(pg. 128-132)
Add	CE A445	Chemical and Physical Water and Wastewater Treatment Processes (Stacked with CE A645) (3 cr)(3+0)(pg. 133-136)
Add	CE A446	Biological Treatment Processes (Stacked with CE A646) (3 cr)(3+0)(pg. 137-140)
Add	CE A447	Advanced Unit Processes (Stacked with CE A647) (3 cr)(3+0)(pg. 141-144)
Chg	CE A454	Timber Design (Stacked with CE A654) (3 cr)(3+0)(pg. 145-148)
Add	CE A462	Surface Water Dynamics (Stacked with CE A662) (3 cr)(3+0)(pg. 149-153)
Add	CE A476	Coastal Engineering (Stacked with CE A676) (3 cr)(3+0)(pg. 154-158)

VIII. Old Business

A. Publication of program outcomes in the catalog (pg.159)
(Accreditation issue brought to UAB by OAA)

- Selected pages from Standards for Accreditation (revised 2010) from NWCCU (Northwest Commission on Colleges and Universities).

IX. New Business

A. Academic Calendar

B. Curriculum Handbook issues and edits

- Incorporate College of Health impacts into the curriculum handbook.

X. Informational Items and Adjournment

Undergraduate Academic Board
Summary

November 11th, 2011
2:00-5:00
ADM 204

I. Roll

(x) Hilary Davies	(x) Joan O'Leary	(x) Helena Jermalovic	( ) Adjunct vacancy
(x) Paola Banchero	(x) Hilary Seitz	(x) Francisco Miranda	( ) USUAA vacancy
( ) Vacancy	(x) Cheryl Smith	(x) Barbara Harville	Ex-Officio Members:
(x) Mari Ippolito	(e) Utpal Dutta	(x) Bettina Kipp	(x) Bart Quimby
(x) Susan Fallon	(x) Kevin Keating	(x) David Edgecombe	(x) Shirlee Willis-Haslip
(x) Dave Fitzgerald	(x) Marion Yapuncich	(x) Kathrynn Hollis Buchanan	(x) Michael Worth

II. Approval of the Agenda (pg. 1-2)
Remove ART A180
Approved Amended

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

IV. Administrative Report

A. Interim Vice Provost for Curriculum and Assessment Bart Quimby
Faculty Senate approved the Chapter 12 catalog copy
Hoping to get prospectus out on Monday
Moving forward with two workforce credentials
Task group has been meeting the higher education opportunity act language making sure the textbooks and costs are made available to students before registration – memos were sent out from the Provost Office notifying faculty
A memo went out to college advisors letting them know where students can find this information
The OAA website has also been update to include a button that will direct students to this information
If you are unable to identify a textbook or change a textbook without a legitimate reason, your college/department may be responsible for buying textbooks from/for students
A textbook survey was distributed to faculty looking for practical reasons as to why faculty are unable to provide textbook information by the specified deadline

B. Interim University Registrar Shirlee Willis-Haslip and Associate Registrar Lora Volden
Student registration started today with Graduates and will start Monday for seniors

V. Chair's Report

A. UAB Chair- Hilary Davies
A new outcome spreadsheet was distributed to the board this morning

B. GERC- Sue Fallon
Looking at coming up with a sustainable process for assessing the current GER process

VI. Program/Course Action Request- Second Readings

VII. Program/Course Action Request- First Readings
Chg ART A180A Beginning Stained Glass (3 cr)(0+3)(pg. 5-9)
Hard copies were not received before the meeting, *tabled*

Chg PSY A365 Child & Adolescent Development (3 cr)(3+0) (pg. 10-19)
Accept for first reading

Add PSY A442 Psychopathology of Childhood and Adolescence (3 cr)(3+0)(pg. 20-25)
Accept for first reading

Add DMS A101 Introduction to Sonography (1 cr)(1+0)(pg. 26-30)
Add DMS A103 Patient Care in Sonography (2 cr)(2+0)(pg. 31-34)
Add DMS A105 Principles and Instrumentation I (3 cr)(3+0)(pg. 35-38)
Add DMS A107 Abdominal Sonography I (2 cr)(2+0)(pg. 39-44)
Add DMS A109 OB & Gyn Sonography I (2 cr)(2+0)(pg. 45-48)
Add DMS A205 Principles and Instrumentation II (2 cr)(2+0)(pg. 49-52)
Add DMS A207 Abdominal Sonography II (2 cr)(2+0)(pg. 53-57)
Add DMS A209 OB & Gyn Sonography II (2 cr)(2+0)(pg. 58-62)
Add DMS A211 Small Parts Sonography (2 cr)(2+0)(pg. 63-67)
Add DMS A213 Vascular Technology (2 cr)(2+0)(pg. 68-73)
Add DMS A215 Breast Sonography (2 cr)(2+0)(pg. 74-78)
Add DMS A217 Fundamentals of Sonography Lab (2 cr)(0+4)(pg. 79-83)
Add DMS A221 Pediatric Sonography (1 cr)(1+0)(pg. 84-88)
Add DMS A295A Clinical Practicum I (8 cr)(1+36)(pg. 89-93)
Add DMS A295B Clinical Practicum II (8 cr)(0+36)(pg. 94-98)
Add DMS A392 Pathophysiology Seminar (2 cr)((2+0)(pg. 99-103)
Add DMS A395 Clinical Practicum III (10 cr)(1.5+40)(pg. 104-108)
Add Diagnostic Medical Sonography / DMS (pg. 109-112)
Waive first, approve for second

Add PSY A329 Positive Psychology (3 cr)(3+0)(pg. 113-120)
Waive first, approve for second

Chg ENGL A476 History of English Language (3 cr)(3+0)(pg. 121-126)
Accepted for first, remanded to GERC

Chg GEOL A452 Sedimentology (4 cr)(2+6)(pg. 127-131)
Add GEOL A453 Stratigraphy (3 cr)(2+3)(pg. 132-136)
Chg Geological Sciences (pg. 137-146)
Tabled

Chg SOC A343 Sociology of Deviant Behavior (3 cr)(3+0)(pg. 147-149)
Waive first, approve for second

VIII. Old Business

A. Publication of program outcomes in the catalog (pg. 150-153)
(Accreditation issue brought to UAB by OAA)

- Selected pages from Standards for Accreditation (revised 2010) from NWCCU (Northwest Commission on Colleges and Universities).

A new spreadsheet was emailed to the board this morning
Hilary will draft a memo to notify programs coming through UAB this year and will draft a motion for next weeks meeting

IX. New Business

A. Academic Calendar

B. Curriculum Handbook issues and edits

- Incorporate College of Health impacts into the curriculum handbook.

X. Informational Items and Adjournment

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A365	PSY A245	3.0	(3+0)

6. Complete Course Title
Child and Adolescent Development
Child and Adolescent Develop
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☒ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Other Update CCG (please specify)
- ☒ 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/2012 To: Fall/9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. See attached coordination table.			
2.			
3.			

Initiator Name (typed): Maria F. Ippolito Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 9/29/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 9/29/11

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

15. Course Description *(suggested length 20 to 50 words)*
Focuses on physical, cognitive, emotional, and social development in childhood and adolescence. Surveys theoretical views of child and adolescent development and the effects of genes, maturation, environment, and socialization with an emphasis on research findings.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[PSY A111 or PSY A150] and [ENGL A111 with a grade of C or higher]		

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Expand course content to cover adolescent development. Provide an upper-division elective in child and adolescent development. (The present course is almost identical in content to EDSE A212.) Change course prerequisites as part of a Psychology Department effort to increase the rigor of prerequisites to help insure student success in advanced psychology courses (beyond the 100 level) . Update instructional goals and student outcomes to align them with current practices.

			☐ Approved		
Initiator (faculty only)		Date	☐ Disapproved	Dean/Director of School/College	Date
Maria F. Ippolito					
Initiator (TYPE NAME)					
☐ Approved			☐ Approved		
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved			☐ Approved		
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee	Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September, 2011

II. Course Information

A.	College:	College of Arts and Sciences
B.	Course Prefix/Number:	PSY A365
C.	No. of Credits:	3.0
	No. of Contact Hours:	3 + 0 (lecture + laboratory)
D.	Course Title:	Child and Adolescent Development
E.	Grading Basis:	A-F
F.	Implementation Date:	Fall 2012
G.	Course Description:	Focuses on physical, cognitive, emotional, and social development in childhood and adolescence. Surveys theoretical views of child and adolescent development and the effects of genes, maturation, environment, and socialization with an emphasis on research findings.
H.	Status of Course Relative to Degree Programs:	Elective for the BA and BS in Psychology Selective for Early Childhood Development Undergraduate Certificate Selective for Early Childhood Development A.A.S. Selective for Early Childhood Education B.A. Selective for Elementary Education B.A. Selective for Human Services A.A.S. Selective for Early Childhood Pre-K-3rd Grade Post-Baccalaureate Certificate Selective for Elementary Education Post-Baccalaureate Certificate, EDEC A242, EDEC A407, EDEC A408, EDFN A300, EDFN A303,MATH A205, PEP A345 Prerequisite for EDFN A301, EDFN A302, EDSA A202, EDSA A234, EDSA A290, EDSA A295A, EDSE A295B, EDSE A412, EDSE A484
I.	Course Prerequisites:	[PSY A111 or PSY A150] and [ENGL A111 with a grade of C or higher]
J.	Registration Restrictions:	None
K.	Course Fee:	No

III. Course Level Justification

Students in this course must have levels of reading comprehension and writing proficiency sufficient to permit them to integrate the content of their textbook with supplemental research in human development and be able to understand and apply the theories and concepts that are the focus of this course. Students in PSY A365 are expected to understand the basics of interpreting psychological research findings provided in PSY A111 or PSY A150 and be familiar with basic psychology vocabulary.

IV. Instructional Goals and Student Outcomes

Instructor Goals: **The instructor will**	**Student Outcomes:** **Students will be able to**	**Possible* Types of Assessment:**
1. Introduce theories of childhood and adolescent development and relevant, contemporary research findings.	• Summarize their knowledge of the theories and research findings within this field of psychology. • Integrate lecture and textbook content with material from additional readings in the field including peer-reviewed journal articles. • Compare and contrast differing theoretical approaches to explaining child and adolescent development.	• Quizzes • In-class or take-home exams • On-line discussions • Interactive computer programs (e.g., virtual child, virtual teen) and accompanying short papers • Annotated bibliographies • Assignments via an on-line course lab
2. Present material expanding on students' knowledge of psychology research methods and research findings relevant to child and adolescent development.	• Synthesize previous and new information on psychology research methods. • Explain research methods and terminology. • Understand the research findings described in the readings and be able to summarize research methods and findings presented in peer-reviewed journal articles.	• Quizzes • In-class or take-home exams • Homework exercises • In-class presentations on research studies reported in peer-reviewed journal articles • Short papers • Assignments via an on-line course lab

IV. Instructional Goals and Student Outcomes (continued)

Instructor Goals: **The instructor will**	**Student Outcomes:** **Students will be able to**	**Possible* Types of Assessment:**
3. Review research findings on physical, cognitive, social, and emotional development from birth through adolescence.	• Summarize the physical, cognitive, social, and emotional capabilities of children and adolescents.	• Quizzes • In-class or take-home exams • Homework exercises • In-class presentations • Reflections • Assignments via an on-line course lab
4. Demonstrate the application of theories and concepts of child and adolescent development.	• Apply theories and concepts of child and adolescent development.	• Research papers using peer-reviewed journal articles as sources • Interactive computer program (e.g., virtual child) and accompanying short papers • On-line discussions, in-class presentations, and/or short individual papers providing research-based solutions to relevant problems • Documentation of observations of children and adolescents and/or other relevant activities

*Types of assessment will vary at the instructor's discretion.

V. Topical Course Outline (topics and sequence of topics may vary across course sections)

A. Definition of child and adolescent development and the scope of this field within psychology
B. The history of child/adolescent development and the changing views of children

C. Key Issues in Child Development
    1. The influences of nature and nurture
    2. Critical and sensitive periods
    3. Continuous versus discontinuous change
    4. Organismic and mechanistic approaches
    5. The influences of culture
    6. Cohort differences
D. Theoretical Perspectives
    1. Psychodynamic
    2. Behavioral
    3. Cognitive
    4. Contextual
    5. Contemporary theoretical approaches (e.g., neurocognitive and evolutionary)
E. Research Methods
    1. The scientific method
    2. The goals of science
    3. Designs
        a. Experiments
        b. Correlational studies
        c. Case studies
        d. Naturalistic observation
        e. Longitudinal research
        f. Cross-sectional research
        g. Sequential research
    4. Research ethics
F. Genetics and Prenatal Development
    1. Genes and chromosomes
    2. Heritability and the basic methods of genetic transmission
    3. Inherited genetic disorders
G. Birth and the Newborn
    1. The stages of childbirth
    2. Birth complications
    3. Neonatal capabilities and assessment
H. Infancy
    1. Physical development
    2. Cognitive development
    3. Psychosocial development
I. Early Childhood
    1. Physical development
    2. Cognitive development
    3. Psychosocial development
J. Middle Childhood
    1. Physical development
    2. Cognitive development
    3. Psychosocial development

K. Adolescence
   1. Physical development
   2. Cognitive development
   3. Psychosocial development

VI. Suggested Texts

Boyd D. & Bee, H. (2010). *The growing child*. Boston: Allyn & Bacon.

Bukatko, D. (2008). *Child and adolescent development: A chronological approach*. Belmont, CA: Wadsworth/Thomson Learning.

Feldman, R. S. (2010). *Child development*. Upper Saddle River, NJ: Prentice Hall.

Levine, L. E. & Munsch, J. (2010). *Child development.* Thousand Oaks, CA: Sage Publications.

MyVirtualChild (2008). Upper Saddle River, NJ: Pearson. [on-line supplement]

MyDevelopmentLab (2010) Upper Saddle River, NJ: Pearson. [on-line supplement; includes *MyVirtualTeen*]

Patterson, C. J. (2008). *Child development*. Boston, MA: McGraw-Hill.

Schaffer, D. & Kipp, K. (2010) *Developmental psychology: Childhood and adolescence.* Belmont, CA: Wadsworth/Thomson Learning.

VII. Bibliography

Dolgin, K. G. (2011). *The adolescent: Development, relationships, and culture*. Boston, MA: Allyn & Bacon.

Eisenberg, N. (Ed.) (2006). *Handbook of child psychology: Volume 3 - social, emotional, and personality development.* Hoboken, NJ: John Wiley & Sons.

Galotti, K. M. (2010). *Child development: Infancy through adolescence*. Thousand Oaks, CA: Sage Publications.

Gaswami, W. (Ed.) (2004). *Blackwell handbook of childhood cognitive development.* Victoria, Australia: Blackwell Publishing.

Grubin, D., Brown, B., & Bacon, M. (Producers). (2010). *The secret life of the brain* [DVD]. Available from http://www.pbs.org/

Kuhn, D. A. & Siegler, R. E. (Eds.) (2006). *Handbook of child psychology: Volume 2 - cognition, perception, and language*. Hoboken, NJ: John Wiley & Sons.

Lerner, R. M. (Ed.) (2006). *Handbook of child psychology: Volume 1 – theoretical models of human development*. Hoboken, NJ: John Wiley & Sons.

Renninger, K. A. (Ed.) (2006). *Handbook of child psychology: Volume 4 - child psychology in practice.* Hoboken, NJ: John Wiley & Sons.

Smith, P. K. & Hart, H. H. (Eds.) (2004). *Blackwell handbook of childhood social development*. Victoria, Australia: Blackwell Publishing.

Steinberg, L. (2008). *Adolescence*. Boston, MA: McGraw-Hill.

Stickle, F.E. (2010). *Adolescent psychology*. Boston, MA: McGraw-Hill.

Sylwester, R. (2010). *A child's brain*. Thousand Oaks, CA: Sage Publications.

VIII. Suggested Periodicals

Applied Developmental Psychology
Child Development
Developmental Psychology
Infancy
International Journal of Behavioral Development
Journal of Adolescent Research
Journal of Clinical Child and Adolescent Psychology
Journal of Developmental Neuroscience
Journal of Experimental Child Psychology
Journal of Youth and Adolescence
New Directions for Child and Adolescent Development
New Directions for Child Development

IX. Internet and Web Sources

Clearinghouse on Early Education and Parenting (http:ceep.crc.uiuc.edu/)
Foundation for Child Development (http://www.fcd-us.org/)
National Association for the Education of Young Children (http://www.naeyc.org/)
National Network for Child Care (http://www.nncc.org/)

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A442	N/A	3.0	(3+0)

6. Complete Course Title
Psychopathology of Childhood and Adolescence
Psychopathol of Child & Adol
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: Fall/9999

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. .			
2.			
3.			

Initiator Name (typed): Maria F. Ippolito Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: September 29, 2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: September 29, 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Focuses on the psychological disorders of childhood and adolescence, including the classification of disorders and their diagnosis, etiology, and treatment and psychological resilience, intervention, and the importance of program evaluation. Emphasizes research findings.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[EDSE A212 or PSY A365], PSY A345, and [ENGL A111 with a grade of C or higher]		

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Provides an upper-division elective for students with an interest in childhood psychopathology. No equivalent course exists in Human Services, Social Work, Psychology, or Education.

Initiator (faculty only) Date
Maria F. Ippolito
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September, 2011

II. Course Information

A.	College:	College of Arts and Sciences
B.	Course Prefix/Number:	PSY A442
C.	No. of Credits:	3.0
	No. of Contact Hours:	3 + 0 (lecture + laboratory)
D.	Course Title:	Psychopathology of Childhood and Adolescence
E.	Grading Basis:	A-F
F.	Implementation Date:	Fall 2011
G.	Course Description:	Focuses on the psychological disorders of childhood and adolescence, including the classification of disorders and their diagnosis, etiology, and treatment and psychological resilience, intervention, and the importance of program evaluation. Emphasizes research findings.
H.	Status of Course Relative to Degree Programs:	Elective for the BA and BS in Psychology
I.	Course Prerequisites:	[EDSE A212 or PSY A365], PSY A345, and [ENGL A111 with a grade of C or higher]
J.	Registration Restrictions:	None
K.	Course Fee:	No

III. Course Level Justification

Students are expected to understand the basics of interpreting psychological research findings and have the knowledge of psychopathology provided in PSY A345 and to have acquired the information on cognitive, social, emotional, and physical development during childhood and adolescence provided in EDSE A212 or PSY A365.

IV. Instructional Goals and Student Outcomes

Instructor Goals: **The instructor will**	**Student Outcomes:** **Students will be able to**	**Possible* Types of Assessment:**
1. Introduce theories of and models of child and adolescent psychopathology as well as the current *Diagnostic and Statistical Manual of Mental Disorders* classification system.	• Summarize theories of child and adolescent psychopathology and relevant research findings • Integrate lecture and textbook content with material from additional readings in the field • Compare and contrast differing approaches to explaining child and adolescent psychopathology	• Quizzes • In-class or take-home exams • On-line or in-class discussions • Worksheets or other homework assignments • Short papers • Research Papers • Assignments via an on-line course lab
2. Present material expanding on students' knowledge of psychology research methods and research findings relevant to child and adolescent psychopathology.	• Synthesize previous and new information on psychology research methods • Explain research methods and terminology • Explain research findings described in assigned and student-selected readings	• Quizzes • In-class or take-home exams • In-class presentations • Worksheets or other homework assignments • Short papers • Assignments via an on-line course lab • Annotated bibliographies
3. Present material on abnormal development in childhood and adolescence including an overview of 1) relevant psychological disorders and their etiology based on the current *Diagnostic and Statistical Manual of Mental Disorders* and 2) research-based treatments and interventions.	• Identify the psychological disorders of childhood and adolescence and their essential features, symptoms, etiology, and the research-based treatments and interventions • Compare and contrast normal and abnormal development in childhood and adolescence	• Quizzes • In-class or take-home exams • In-class presentations • Research papers • On-line or in-class discussions of case studies • Worksheets or other homework assignments • Assignments via an on-line course lab • Annotated bibliographies

IV. Instructional Goals and Student Outcomes (continued)

Instructor Goals: **The instructor will**	**Student Outcomes:** **Students will be able to**	**Possible* Types of Assessment:**
4. Provide an overview of child and adolescent psychological resilience and the application of research findings in intervention programs, including a brief introduction to program evaluation.	• Be able to define psychological resilience and its correlates • Explain the utilization of research findings to create interventions and/or to promote psychological resilience in children • Demonstrate a rudimentary understanding of program evaluation and its usefulness	• Quizzes • In-class or take-home exams • Short papers • Research papers • On-line or in-class discussions

*Types of assessment will vary at the instructor's discretion.

V. Topical Course Outline (topics and sequence of topics may vary across course sections)

A. Definition of and Prevalence of Child and Adolescent Psychopathology
B. Basic Principles, Theories, and Models of Psychological Abnormality in Children and Adolescents
C. Biological and Environmental Influences on Child and Adolescent Psychopathology
D. Research Methods
    1. The scientific method
    2. The goals of science
    3. Quantitative designs
        a. Experiments
        b. Correlational studies
        c. Case studies
        d. Naturalistic observation
        e. Longitudinal research
        f. Cross-sectional research
        g. Sequential research
    4. Qualitative research
    5. Research ethics
E. *DSM* Classification and Assessment of Psychological Disorders
F. Psychological Disorders of Childhood and Adolescence and Their Diagnosis and Treatment
    1. Anxiety disorders
    2. Mood disorders
    3. Conduct problems
    4. Attention-Deficit Hyperactivity Disorder
    5. Language and learning disabilities

6. Mental retardation/intellectual deficits
7. Pervasive developmental disorders\
8. Schizophrenia
9. Disorders of eating, sleep, and elimination
10. Health-related disorders

G. Resilience, Early Intervention, and Program Evaluation
1. Resilience: definition, history, and measurement
2. Characteristics of stress-affected children
3. Protective factors
4. Early intervention: teaching and nurturing resilience
5. Principles of program evaluation

VI. Suggested Texts

Dumas, J. E., & Nilson, W. J. (2003). *Abnormal child and adolescent psychology*. Boston, MA: Allyn & Bacon.

Haugaard, J. J. (2008). *Child psychopathology*. Boston, MA: McGraw-Hill.

Kerig, P. K. & Wenar, C. (2006). *Developmental psychopathology: From infancy through adolescence.* Boston, MA: McGraw-Hill.

Wicks-Nelson, R. & Israel, A. C. (2009). *Abnormal child and adolescent psychology*. Upper Saddle River, NJ: Pearson.

VII. Bibliography

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders.* Washington, DC: American Psychiatric Association.

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Brooks, R., & Goldstein, S. (2003). *Nurturing resilience in our children: Answers to the most important parenting questions*. Chicago, IL: Contemporary Books.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). *Abnormal psychology.* Saddle River, NJ: Pearson.

Dolgin, K. G. (2011). *The adolescent: Development, relationships, and culture*. Boston, MA: Allyn & Bacon.

Feldman, M. A. (Ed.) (2004). *Early intervention: The essential readings*. Malden, MA: Blackwell Publishing.

Feldman, R. S. (2010). *Child development*. Upper Saddle River, NJ: Prentice Hall.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines*. Boston, MA: Pearson.

Goldstein, S., & Brooks, R. B. (Eds.) (2006). *Handbook of resilience in children.* (2006). New York, NY: Springer.

Keilty, B. (2010). *The early intervention guidebook for families and professionals: Partnering for success*. New York, NY: Teachers College Press.

Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. Los Angeles, CA: Sage Publications.

Rapp-Paglicci, L. A., Dulmus, C. N., & Wodarski, J. S. (Eds.) (2004). *Handbook of preventive interventions for children and adolescents*. Hoboken, NJ: John Wiley & Sons, Inc.

VII. Bibliography (continued)

Renninger, K. A. (Ed.) (2006). *Handbook of child psychology: Volume 4 - child psychology in practice.* Hoboken, NJ: John Wiley & Sons.

Sylwester, R. (2010). *A child's brain*. Thousand Oaks, CA: Sage Publications.

Wilmshurst, L. (2010). *Child and adolescent psychopathology casebook.* Thousand Oaks, CA: Sage Publications.

VIII. Suggested Periodicals

Development and Psychopathology
Journal of Abnormal Child Psychology
Journal of Applied Developmental Psychology
Journal of Adolescent Health
Journal of the American Academy of Child and Adolescent Psychiatry
Journal of Child Psychology and Psychiatry
Journal of Consulting and Clinical Psychology
Journal of Clinical Child Psychology
Journal of Clinical Child and Adolescent Psychology
Prevention Science
School Counselor

IX. Internet and Web Sources

American Academy of Child & Adolescent Psychiatry / Facts for Families (http://www.aacap.org/)
American Psychological Association (http://www.apa.org/topics/)
National Institute of Mental Health (http://www.nimh.nih.gov/index.shtml)
The Child Advocate – Child Mental Health (http://www.childadvocate.net/index.htm)

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ENGL	A476	N/A	3	(3+0)

6. Complete Course Title
History of English Language

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Other Capstone GER (please specify)
- ☐ 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/2012 To: /9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. BA English	103	9/20/11	Dr. Daniel Kline, Chair
2. History	courtesy coordination	9/20/11	Dr.Elizabeth Dennison, Chair
3. English minor	103	11/15/11	Dr. Daniel Kline, Chair, and Dr. David Bowie

Initiator Name (typed): Jennifer Stone Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 9/20/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 9/20/11

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

15. Course Description *(suggested length 20 to 50 words)*
Investigates origins, development, and variation of the English language from linguistic, social, literary, and technological perspectives. Connects history and variation in English to contemporary issues about language.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[ENGL A201 with minimum grade of C or ENGL A202 with minimum grade of C]; and [ENGL A211 with minimum grade of C or ENGL A212 with minimum grade of C or ENGL A213 with minimum grade of C or ENGL A214 with minimum grade of C]; and HIST A101 and HIST A102	N/A	N/A

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

16e. Registration Restriction(s) *(non-codable)*
Completion of Tier 1 (basic college-level skills) courses and junior or senior standing.

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course has been revised in order to meet the curricular needs of the GER Integrative Capstone, specifically to require effective communication, critical thinking, information literacy, and quantitative perspectives in a course that integrates historical, linguistic, and literary approaches to the study of the English language.

			☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Initiator (faculty only) Jennifer Stone Initiator (TYPE NAME)	Date				
☐ Approved ☐ Disapproved	Department Chairperson	Date	☐ Approved ☐ Disapproved	Undergraduate/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: September 16, 2011

II. Course Information

A.	College:	College of Arts and Sciences
B.	Course Title:	History of English Language
C.	Course Number:	ENGL A476
D.	Credit Hours:	3.0 Credits
E.	Contact Time:	3 hours per week
F.	Grading Information:	A-F
G.	Course Description:	

Investigates origins, development, and variation of the English language from linguistic, social, literary, and technological perspectives. Connects history and variation in English to contemporary issues about language.

H.	Status of Course:	Integrative Capstone GER; Fulfills a requirement for BA in English and minor in English
I.	Lab Fees:	No
J.	Coordination:	History, English, UAA Faculty Listserv
K.	Prerequisites:	[ENGL A201 with minimum grade of C or ENGL A202 with minimum grade of C]; and [ENGL A211 with minimum grade of C or ENGL A212 with minimum grade of C or ENGL A213 with minimum grade of C or ENGL A214 with minimum grade of C]; and HIST A101 and HIST A102
L.	Registration Restrictions:	Completion of GER Tier 1 (basic college-level skills) courses and junior or senior standing.

III. Course Level Justification

As a course that deals with advanced linguistic and historical concepts, it is best suited to students in their junior or senior years. It is also appropriate for graduate students.

As the course outline demonstrates, the course content emphasizes the study of connections between the English language and the cultural, social, linguistic, and economic forces that have influenced its development. The course introduces students to a range of methodologies—including both quantitative and qualitative approaches—for studying language variation and change. The course also integrates knowledge from multiple disciplines including history, literature, linguistics, sociology, geography, economics, anthropology, communications, and psychology.

IV. Instructional Goals and Defined Outcomes

Instructional Goals	Student Outcomes	Assessment Methods
Provide an overview of the history of the English language, as shaped by linguistic, social, geographical, political, and technological forces.	Identify key events and factors that have affected the development of the English language.	Performance on exams/problem sets Reading guides Discussion
Introduce specialized terminology necessary to discuss the origins, development, and variation in the English language.	Apply technical concepts appropriately to linguistic artifacts.	Research paper Data collection/analysis Performance on exams/problem sets Reading guides Discussion
Relate the history and variation of English to contemporary issues about language.	Connect the development and variation of English to students' own use of the language and to contemporary issues and debates about language.	Research presentations Performance on exams/problem sets Reading guides Discussion
Integrate communication skills, critical thinking, information literacy, and quantitative perspectives in assignments and classroom activities.	Analyze texts by integrating information literacy skills, communication skills, and critical thinking/analysis. Collect and analyze data on local language variation and change.	Research paper Data collection/analysis

V. Topical Course Outline

A. Review of Basic Linguistics

B. Linguistic, Social, Political, Literary, and Technological Changes During Key Periods

1. Prehistory of English
2. Old English
3. Middle English
4. Early Modern English
5. Late Modern English

C. Variation in English
- **1.** Dialect and language variation
- **2.** Methodologies for studying language variation (quantitative and qualitative)
- **3.** Dialects in American English
- **4.** Dialect topography
- **5.** Regional, social class, and ethnic variation

D. Case Studies of the Development and Variation of English
- **1.** African American Vernacular English
- **2.** English in Alaska
- **3.** English Online

E. Contemporary Controversies
- **1.** Taboo words
- **2.** Censorship
- **3.** English as our national language
- **4.** English Language Learner (ELL) education

VI. Suggested Texts

Algeo, J. & Pyles, T. (2009). *The origins and development of the English language* (6th ed.). Boston: Thompson Wadsworth.

Janson, T. (2004). *Speak: A short history of languages.* New York: Oxford University Press.

Wolfram, W. & Schilling-Estes, N. (2006). *American English* (2nd ed.). Malden, MA: Blackwell.

VII. Bibliography

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

Algeo, J. & Butcher, C.A. (2009). *The origins and development of the English language: Workbook*. Boston: Thompson Wadsworth.

Barber, C. (2000). *The English language: A historical introduction* (New ed.). Cambridge: Cambridge University Press.

Baugh, A.C. & Cable, T. (2002). *A history of the English language* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Burnley, D. (2000). *The history of the English language: A source book* (2nd ed.). London: Pearson Education.

Campbell, L. (1998). *Historical linguistics: An introduction.* Cambridge, MA: The MIT Press.

Fennell, B.A. (2001). *A history of English: A sociolinguistic approach*. Malden, MA: Blackwell.

Leith, D. (1997). *A social history of English* (2nd ed.). New York: Routledge.

McCrum, R., Cran, W., & MacNeil, R. (1992). *The story of English*. New York: Penguin Books.

Nevalainen, T. & Raumolin-Brunberg, H. (2003). *Historical sociolinguistics*. London: Pearson Education.

Rickford, J.R. & Rickford, R.J. (2000). *Spoken soul: The story of Black English*. New York: Wiley.

Smitherman, G. (1977). *Talkin and testifyin: The language of Black America.* Detroit, MI: Wayne State University Press.

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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADBP Division of Business Programs	BA

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
BA	A266	N/A	3	(3+0)

6. Complete Course Title
Retailing Management

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: /9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): Jeri Rubin

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: _____

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

15. Course Description *(suggested length 20 to 50 words)*
Introduces students to the high tech, global growth retail industry and its vital economic role in society. Covers retailing topics for brick and mortar retailers and electronic storefronts. Includes retailing strategy, merchandise management, and store management.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
BA A151 with a minimum grade of C	N/A	N/A

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

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

17. ☒ Mark if course has fees Standard CBPP computer lab fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
To offer a lower-division BA elective for students pursuing an AAS degree in Small Business Administration and to offer a required course for CTC's Certificate in Retail Management

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Jeri Rubin Initiator (TYPE NAME)				
☐ Approved ☐ Disapproved	Department Chairperson	Date	☐ Approved ☐ Disapproved	Undergraduate/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 September 14, 2011

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Associates of Arts in Small Business Administration; Associates of Arts in General Business; Certificate in Retail Management
Course Title: Retailing Management
Course Number: BA A266
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 high tech, global growth retail industry and its vital economic role in society. Covers retailing topics for brick and mortar retailers and electronic storefronts. Includes retailing strategy, merchandise management, and store management.
Course Prerequisites: BA A151
Registration Restrictions: N/A
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lectures
B. Discussions
C. Guest speakers
D. Field trips

IV. Guidelines for Evaluation

A. Homework
B. Tests
C. Quizzes
D. In-class exercises
E. Final exam
F. Projects

V. Course Level Justification

This is a 200-level course that examines the basic principles of retailing and requires some advanced knowledge. Students need to have completed BA A151, Introduction to Business.

VI. Outline

A. An Overview of Retailing
   1. Introduction to the field of retailing
   2. Types of retailers and multichannel retailing
   3. Customer buyer behavior

B. Retailing Strategy
   1. Market strategy
      a. Marketing for retailers
      b. E-tailing and social media
   2. Financial strategy
   3. Retail location and site location
   4. Human resource and customer relationship management
   5. Information systems and supply chain management

C. Merchandise Management
   1. Managing merchandise assortments
   2. Merchandising planning systems
   3. Buying and pricing merchandise
   4. Retailing communication mix

D. Store Management
   1. Store layout, design, and visual merchandising
   2. Customer service

VII. Suggested Text

Levy, Michael, and Barton A. Weitz. *Retailing Management*, New York: McGraw-Hill, 2009.

VIII. Bibliography

Advertising Age. http://www.advertising-age.com.

Ander, Willard N. and Neil Z. Stern. *Winning and Retail*. Hoboken: John Wiley & Sons, Inc., 2004.

Journal of retailing.

Lewis, Robin and Michael Dart. *The New Rules of Retail: Competing in the World's Toughest Marketplace*. New York: St. Martin's Press, Inc., 2010.

Marketing News. Publishing Group of the American Marketing Association, Chicago.

Negen, Bob and Susan Negen. *Marketing Your Retail Store in the Internet Age.* Hoboken: John Wiley & Sons, Inc., 2007.

Peppers, Don and Martha Rogers. *One To One B2B: Customer Development Strategies for the Business-to-Business World*. New York: Doubleday, 2001.

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

Stahlberg, Markus and Ville Maila. *Shopper Marketing: How to Increase Purchase Decision at the Point of Sales*. Philadelphia: Kogan Page Limited, 2010.

Instructional Goals and Student Outcomes

A. Instructional Goals. **The instructor will:**
1. present an overview of retailing to include competition, types of retailers, and the retailing mix
2. explain the value of ethical decision making and social responsibility in retailing
3. discuss the changing retail environment and the evolving role of the Internet
4. discuss customer buyer behavior and the stages in the buying process
5. explain the retail market strategy and its relationship to target marketing
6. discuss the key strategic issues with an emphasis on financial considerations
7. present methods for developing a competitive advantage
8. explain financial aspects of retailing and present the financial implications of strategic retail decisions: evaluation of customer lifetime value, strategic profit model, and retail buying systems
9. discuss trading area, store location, and distribution;
10. present each of the aspects of merchandise management: merchandise assortments, planning systems, buying, pricing, and communication mix
11. describe elements of store management to include human resources, customer relationships, store layout and design, and customer service

B. Student Outcomes. **Students will be able to:**	**Assessment Method**
1. describe the functions retailers perform and a variety of decisions they make to satisfy customers' needs in a highly competitive market	Tests and quizzes
2. describe retail managers' array of decisions: the different types of retailer; competition; and the changing nature or retailing in terms of consumer needs and technology	In-class exercises, homework, tests

3. discuss merchandise management: assortment, buying, pricing, store layout, and promotions	Tests, quizzes, homework, and in-class exercises
4. demonstrate working knowledge of factors relating to successful retail promotion: personal selling, advertising, sales promotion, and public relations and the Internet	Tests, quizzes, homework, and in-class exercises
5. explain the social responsibility retailers face in the current global environment	In-class exercises
6. discuss merchandise management: assortment, buying, pricing, store layout, and promotions	Tests, quizzes, homework, and in-class exercises
7. explain why emphasis in retailing is shifting from information and supply chain management to customer service	Tests, quizzes, homework, and in-class exercises
8. demonstrate a comprehensive knowledge of retailing	Projects and final exam

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
NURS	A203	N/A	3.0	(3+0)

6. Complete Course Title
Preparing for Nursing Program Success
Nursing Program Success
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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: Summer/2012 To: /9999

12. ☒ Cross Listed with NS A203
☐ Stacked with N/A
Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 3/23/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 3/23/11

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

15. Course Description *(suggested length 20 to 50 words)*
Explores ideas, strategies and skills that will assist the student in successful completion of the nursing program and the building of a successful nursing career.

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

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

16e. Registration Restriction(s) *(non-codable)*
Admission into either the UAA AAS or BS Nursing Program or the permission of the Program Chair

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Both UAA SON programs continue to have students who fail courses because of poor study habits, test taking skills and time management skills. This course taken prior to enrollment in nursing courses will enable students to problem solve these issues before actually taking nursing courses.

Initiator (faculty only) Date
Kathleen Stephenson
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

University of Alaska Anchorage

College of Health

Course Content Guide

I.	**Date of Initiation**	March 2011

II. Curriculum Action Request

A.	School	College of Health
B.	Course Subject	Nursing
C.	Course Number	NURS A203
D.	Number of Credits	3.0
E.	Contact Hours	3 + 0
F.	Course title	Preparing for Nursing Program Success
G.	Grading Basis	A-F
H.	Implementation Date	Summer 2012
I.	Cross-listed/Stacked	NS A203
J.	Course Description	Explores ideas, strategies and skills that will assist the student in successful completion of the nursing program and the building of a successful nursing career.
K.	Course Prerequisites	N/A
L.	Co-requisites	N/A
M.	Other restrictions	N/A
N.	Registration restrictions	Admission into either the UAA AAS or BS Nursing Program or the permission of the Program Chair
O.	Course Fees	No

III. Instructional Goals and Student Outcomes

A. The instructor will:

1. Provide resources for students to use for developing individual plans for success.
2. Assist the students in identifying learning needs.
3. Review math skills needed for nursing.
4. Assist students in building a basic understanding of nursing vocabulary.
5. Review test-taking strategies with students.

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

Outcomes and Assessment Measures	
Outcomes	**Measures**
1. Give examples of qualities necessary to be a successful nursing student.	Exam Short essay
2. Summarize personal organizational and time management needs.	Exam Class discussion and/or discussion board
3. Use the strategies necessary to meet personal organizational and time management needs.	Exam Short essay Class presentation
4. Identify learning styles in general and learning strategies useful for each style.	Completion of learning style survey Class discussion and/or discussion board
5. Develop a plan for studying based on individual learning style.	Study Strategy paper
6. Plan strategies necessary to meet personal learning needs.	Study Strategy paper Class discussion and/or discussion board
7. Use medical terminology correctly.	On-line quiz Vocabulary exercise
8. Practice basic mathematical problems as they relate to nursing.	Class practice Math quiz
9. Develop a plan for test preparation.	Exam Study Strategy paper
10. Develop a set of skills for taking multiple-choice exams.	Exam In-class analysis of exam questions
11. Develop a plan for staying healthy while in nursing school.	Class discussion and/or discussion board Caring for Yourself paper.

IV. Course Level Justification

This course is intended for use by students admitted to either of the nursing programs but prior to starting nursing courses in order to assist them in preparing for the challenges presented by a nursing curriculum. The course may also be used as a remedial course for a nursing student after a nursing course failure. No specific nursing knowledge is required for this course.

V. Topical Course Outline

1.0 Nursing Program
- 1.1 Program Philosophy
- 1.2 Program Outcomes
- 1.3 Nursing courses
- 1.4 Academic dishonesty
- 1.5 Types of activities for classes
  - 1.5.1 Writing papers
  - 1.5.2 Presentations
  - 1.5.3 Tests
- 1.6 The professors

2.0 Organizational & time management skills
- 2.1 Identifying needs
- 2.2 Developing a plan

3.0 Learning Styles
- 3.1 Types of learning styles
- 3.2 Identifying your own learning style
- 3.3 Learning activities to match learning style

4.0 Medical terminology
- 4.1 Prefixes
- 4.2 Roots
- 4.3 Suffixes
- 4.4 Putting them together

5.0 Math review
- 5.1 Fractions
- 5.2 Decimals
- 5.3 Metric system
- 5.4 Conversions
- 5.5 Ratio/proportion
- 5.6 Formulas
  - 5.6.1 Medication administration
  - 5.6.2 IV fluid administration
- 5.7 Dimensional analysis

6.0 Study skills
- 6.1 Organization
- 6.2 Reading
- 6.3 Note taking
- 6.4 Classroom behaviors

7.0 Test taking strategies
- 7.1 Preparation
  - 7.1.1 Day-to-day
  - 7.1.2 Study groups
- 7.2 Relieving test anxiety
  - 7.2.1 Tips for test day
- 7.3 Multiple choice exams
  - 7.3.1 Stems
  - 7.3.2 Options

8.0 Taking care of yourself
- 8.1 Nutrition
- 8.2 Exercise
- 8.3 Rest
- 8.4 Family
- 8.5 Work

VI. Suggested Texts

Atkins, R. (2009). *Getting the most from nursing school: A guide to becoming a nurse.* Boston, MA: Jones & Bartlett.

Katz, J. R., Carter, C., Bishop, J., & Kravits, S. L. (2009). *Keys to nursing success.* (3rd ed.).Upper Saddle River, NJ: Pearson Prentice Hall.

Payne, L. (2011). *The nursing student's guide to clinical success.* Boston, MA: Jones & Bartlett.

Wilfong, D., Szolis, C., & Haus, C. (2007). *Nursing school success: Tools for constructing your future.* Boston, MA: Jones & Bartlett.

VII. Bibliography

APA Stylesheet. n.d. Retrieved March 17, 2011 http:wwwroanestate. du/owlwritingcenter/OWL/APA_Stylesheet.html

Austin Community College. n.d. Retrieved March 21, 2011. Nursing Student Support Services – Test-Taking Strategies. http://www.austincc.edu/adnlev2/Tutoring_Web/Documents/Testtaking.htm

Canadian Nursing Students' Association. January 2009. Nursing: Change, challenge, choice. http://www.cnsa.ca/english/publications/policies-and-position-statements/position-statements/self-care-practice

Centre for Applied English Studies, the University of Hong Kong. October 29, 2010. Medical Terminology. http://www4.caes.hku.hk/mt/

Diehl, L. n.d. Retrieved March 21, 2011. Brush up on Your Drug Calculation Skills. http://nursesaregreat.com/articles/drugcal.htm

George Lucas Foundation. 2011. What's Your Learning Style? http://www.edutopia.org/multiple-intelligences-learning-styles-quiz

Jensen, M. S. n.d. Retrieved March 21, 2011. Medical Terminology Activities. http://msjensen.cehd.umn.edu1135/med_rem_activites/default.html

Major-Harris, M. September 14, 2007. Drug calculation tutorial. http://www.siue.edu/nursing/slchs/pdf/drug_calculation_tutorial_091407.pdf

Nugent, P. M., & Vitale, B. A. (2008). *Test success: Test-taking techniques for beginning nursing students.* (5th ed.). Philadelphia, PA: F. A. Davis.

Pikar, G. D. (2007). *Dosage calculation.* (8th ed.). Albany, NY: Delmar.

Powell, S. S. (2009). Study skills: Clinical writing; what is best practice?, *British Journal of Healthcare Assistants, 3*(6), 300-301.

Powell, S. S. (2009). Study skills: Exam success. *British Journal of Healthcare Assistants, 3*(5), 251-253.

Rice, J. N., & Bell, M. L. (2005). Using dimensional analysis to improve drug dosage calculation ability. *Journal of Nursing Education, 44*(7), 3135-318.

Southern Illinois University. n.d. Retrieved March 21, 2011. Drug Calculation Instruction Using the Dimensional Analysis Approach http://www.siue.edu/nursing/slchs/pdf/dim_analysis_tutorial.pdf

Stress Management for Nursing School. n.d. Retrieved march 21, 2011. http://www.youtube.com/watch?v=bNo5ZSJZP0w

Study Skills and Test Strategies for the New Nursing Student. n.d. Retrieved March 21, 2011 http://www.slideshare.net/nclexvideos/studyskills-ii

Taking Action Now Pty Ltd. n.d. Retrieved March 21, 2011. Nurses Self Care. http://www.nursesselfcare.com

Test-taking tips will help improve your test taking skills & study skills. n.d. Retrieved March 17, 2011 http:www.testtakingtips.com

What's YOUR Learning Style. 2009. Retrieved March 21, 2011 http://people.usd.edu/~bwjames/tut/learning-style/stylest.html

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
NS	A203	N/A	3.0	(3+0)

6. Complete Course Title
Preparing for Nursing Program Success
Nursing Program Success
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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: Summer/2012 To: /9999

12. ☒ Cross Listed with NURS A203
☐ Stacked with N/A
Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 3/23/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 3/23/11

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

15. Course Description *(suggested length 20 to 50 words)*
Explores ideas, strategies and skills that will assist the student in successful completion of the nursing program and the building of a successful nursing career.

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

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

16e. Registration Restriction(s) *(non-codable)*
Admission into either the UAA AAS or BS Nursing Program or the permission of the Program Chair

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Both UAA SON programs continue to have students who fail courses because of poor study habits, test taking skills and time management skills. This course taken prior to enrollment in nursing courses will enable students to problem solve these issues before actually taking nursing courses.

Initiator (faculty only) Date
Gail Holtzman
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

University of Alaska Anchorage

College of Health

Course Content Guide

I.	**Date of Initiation**	March 2011

II. Curriculum Action Request

A.	School	College of Health
B.	Course Subject	Nursing
C.	Course Number	NS A203
D.	Number of Credits	3.0
E.	Contact Hours	3 + 0
F.	Course title	Preparing for Nursing Program Success
G.	Grading Basis	A-F
H.	Implementation Date	Summer 2012
I.	Cross-listed/Stacked	NURS A203
J.	Course Description	Explores ideas, strategies and skills that will assist the student in successful completion of the nursing program and the building of a successful nursing career.
K.	Course Prerequisites	N/A
L.	Co-requisites	N/A
M.	Other restrictions	N/A
N.	Registration restrictions	Admission into either the UAA AAS or BS Nursing Program or the permission of the Program Chair
O.	Course Fees	No

III. Instructional Goals and Student Outcomes

A. The instructor will:

1. Provide resources for students to use for developing individual plans for success.
2. Assist the students in identifying learning needs.
3. Review math skills needed for nursing.
4. Assist students in building a basic understanding of nursing vocabulary.
5. Review test-taking strategies with students.

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

Outcomes and Assessment Measures	
Outcomes	**Measures**
1. Give examples of qualities necessary to be a successful nursing student.	Exam Short essay
2. Summarize personal organizational and time management needs.	Exam Class discussion and/or discussion board
3. Use the strategies necessary to meet personal organizational and time management needs.	Exam Short essay Class presentation
4. Identify learning styles in general and learning strategies useful for each style.	Completion of learning style survey Class discussion and/or discussion board
5. Develop a plan for studying based on individual learning style.	Study Strategy paper
6. Plan strategies necessary to meet personal learning needs.	Study Strategy paper Class discussion and/or discussion board
7. Use medical terminology correctly.	On-line quiz Vocabulary exercise
8. Practice basic mathematical problems as they relate to nursing.	Class practice Math quiz
9. Develop a plan for test preparation.	Exam Study Strategy paper
10. Develop a set of skills for taking multiple-choice exams.	Exam In-class analysis of exam questions
11. Develop a plan for staying healthy while in nursing school.	Class discussion and/or discussion board Caring for Yourself paper.

IV. Course Level Justification

This course is intended for use by students admitted to either of the nursing programs but prior to starting nursing courses in order to assist them in preparing for the challenges presented by a nursing curriculum. The course may also be used as a remedial course for a nursing student after a nursing course failure. No specific nursing knowledge is required for this course.

V. Topical Course Outline

1.0 Nursing Program
- 1.1 Program Philosophy
- 1.2 Program Outcomes
- 1.3 Nursing courses
- 1.4 Academic dishonesty
- 1.5 Types of activities for classes
  - 1.5.1 Writing papers
  - 1.5.2 Presentations
  - 1.5.3 Tests
- 1.6 The professors

2.0 Organizational & time management skills
- 2.1 Identifying needs
- 2.2 Developing a plan

3.0 Learning Styles
  3.1 Types of learning styles
  3.2 Identifying your own learning style
  3.3 Learning activities to match learning style
4.0 Medical terminology
  4.1 Prefixes
  4.2 Roots
  4.3 Suffixes
  4.4 Putting them together
5.0 Math review
  5.1 Fractions
  5.2 Decimals
  5.3 Metric system
  5.4 Conversions
  5.5 Ratio/proportion
  5.6 Formulas
    5.6.1 Medication administration
    5.6.2 IV fluid administration
  5.7 Dimensional analysis
6.0 Study skills
  6.1 Organization
  6.2 Reading
  6.3 Note taking
  6.4 Classroom behaviors
7.0 Test taking strategies
  7.1 Preparation
    7.1.1 Day-to-day
    7.1.2 Study groups
  7.2 Relieving test anxiety
    7.2.1 Tips for test day
  7.3 Multiple choice exams
    7.3.1 Stems
    7.3.2 Options
8.0 Taking care of yourself
  8.1 Nutrition
  8.2 Exercise
  8.3 Rest
  8.4 Family
  8.5 Work

VI. Suggested Texts

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Katz, J. R., Carter, C., Bishop, J., & Kravits, S. L. (2009). *Keys to nursing success.* (3rd ed.).Upper Saddle River, NJ: Pearson Prentice Hall.

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Canadian Nursing Students' Association. January 2009. Nursing: Change, challenge, choice. http://www.cnsa.ca/english/publications/policies-and-position-statements/position-statements/self-care-practice

Centre for Applied English Studies, the University of Hong Kong. October 29, 2010. Medical Terminology. http://www4.caes.hku.hk/mt/

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George Lucas Foundation. 2011. What's Your Learning Style? http://www.edutopia.org/multiple-intelligences-learning-styles-quiz

Jensen, M. S. n.d. Retrieved March 21, 2011. Medical Terminology Activities. http://msjensen.cehd.umn.edu1135/med_rem_activites/default.html

Major-Harris, M. September 14, 2007. Drug calculation tutorial. http://www.siue.edu/nursing/slchs/pdf/drug_calculation_tutorial_091407.pdf

Nugent, P. M., & Vitale, B. A. (2008). *Test success: Test-taking techniques for beginning nursing students.* (5th ed.). Philadelphia, PA: F. A. Davis.

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Powell, S. S. (2009). Study skills: Clinical writing; what is best practice?, *British Journal of Healthcare Assistants, 3*(6), 300-301.

Powell, S. S. (2009). Study skills: Exam success. *British Journal of Healthcare Assistants, 3*(5), 251-253.

Rice, J. N., & Bell, M. L. (2005). Using dimensional analysis to improve drug dosage calculation ability. *Journal of Nursing Education, 44*(7), 3135-318.

Southern Illinois University. n.d. Retrieved March 21, 2011. Drug Calculation Instruction Using the Dimensional Analysis Approach http://www.siue.edu/nursing/slchs/pdf/dim_analysis_tutorial.pdf

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Study Skills and Test Strategies for the New Nursing Student. n.d. Retrieved March 21, 2011 http://www.slideshare.net/nclexvideos/studyskills-ii

Taking Action Now Pty Ltd. n.d. Retrieved March 21, 2011. Nurses Self Care. http://www.nursesselfcare.com

Test-taking tips will help improve your test taking skills & study skills. n.d. Retrieved March 17, 2011 http:www.testtakingtips.com

What's YOUR Learning Style. 2009. Retrieved March 21, 2011 http://people.usd.edu/~bwjames/tut/learning-style/stylest.html

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A111	N/A	3	(3+0)

6. Complete Course Title
Fundamentals of Music

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Springl/2012 To: /9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. see attached.			
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Rudimentary work in the elements of music and an introduction to notation, rhythm, scales, keys, intervals, and musical terminology. Designed for students with little or no background in music reading, or as a refresher course for those who have studied music.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update the CCG

Initiator (faculty only) Date

Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

C O U R S E C O N T E N T G U I D E

University of Alaska Anchorage

College/Unit:	**Date:**
College of Arts and Sciences/Department of Music	***rev October 2011***

Course Title:	**Credits:**
MUS A111: Fundamentals of Music	3

I. Course Description: Rudimentary work in the elements of music and an introduction to notation, rhythm, scales, keys, intervals, and musical terminology. Designed for students with little or no background in music reading, or as a refresher course for those who have studied music.

II. Course Design:

A. overview: Students are trained to read music through a systematic program of theoretical study and practical application. For most students, the skills acquired in this course will be applied to further study on a musical instrument.

B. credits: 3

C. contact hours: 3 + 0

D. degree requirements met: elective course; may be applied to fulfill requirements for a minor in music

E. grading basis: A-F

III. Course Activities: This course is conducted by lecture with the aid of audio materials. Students participate in individual and group activities during class. Homework is assigned regularly.

IV. Evaluation:

A. Exams

B. Homework exercises are assigned for each chapter in the textbook

V. Instructional Goals and Student Outcomes:

Instructor will

A. Demonstrate the skills necessary to read printed music.

B. Explain the concepts and relationships of melody, rhythm, and harmony in music.

C. Teach the student all major and minor scales and key signatures, and the procedures for transposing a melody from one key to another.

Student will be able to

Student Outcomes	Assessment Procedures
Read printed music (identify pitches, durations, key, meter).	Objective examinations
Write and perform rhythms.	Objective examinations
Write and identify scales, key signatures and basic intervals.	Objective examinations
Transpose a simple melody into another key.	Objective examinations

VI. Course Outline

A. Music reading skills
1) pitch: notation and keyboard application.
2) rhythm: note values, time signatures, syncopation.

B. Theoretical foundations
1) tonality: scale and key signatures.
2) harmony: all intervals.

C. Practical musicianship
1) reading pitches.
2) rhythmic reading using tapping and hand clapping.

VII. Suggested Texts:

Manoff, T. (2000). *The music kit* (4th ed.). New York, N.Y.: W.W. Norton & Co.

VIII. Bibliography:

Harder, P. (2009). *Basic materials in music theory* (12th ed.). Englewood Cliffs, NJ. Prentice Hall.

Ottman, R. W. (2004). *Rudiments of music.* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Addendum for CAR MUS A111 Fundamentals of Music

13a.

Impacted Program/Course	**Catalog page(s) impacted**	**Date of Coordination**	**Chair/Coordinator Contacted**
Admission Requirements: All Majors	117	Oct. 2011	Dr. Timothy Smith
Minor in Music	119	Oct. 2011	Dr. Timothy Smith
Special Note for AKNS A215	322	Oct. 2011	Dr. Maria Williams
Prerequisite MUS A112	438	Oct. 2011	Dr. Timothy Smith
Prerequisite for MUS A154A	439	Oct. 2011	Dr. Timothy Smith
Special Note for MUS A215	440	Oct. 2011	Dr. Timothy Smith

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A112	N/A	3	(3+0)

6. Complete Course Title
Practical Theory

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2012 To: /9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Elementary study of harmony and melody; formation of scales, modes, intervals, chords, inversions, and simple harmonic progressions. Writing and harmonizing of melodic lines.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
MUS A111		

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

16e. Registration Restriction(s) *(non-codable)*
Ability to read music in treble and bass clef in all keys.

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update the CCG

Initiator (faculty only) Date
Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

C O U R S E C O N T E N T G U I D E

University of Alaska Anchorage

College/Unit:	**Date:**
College of Arts and Sciences/Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A112: Practical Theory	3

I. Course Description: Elementary study of harmony and melody; formation of scales, modes, intervals, chords, inversions, and simple harmonic progressions. Writing and harmonizing of melodic lines.

II. Course Design:

A. overview: This is a theory course for non-degree music students and for those who are not adequately prepared for MUS A131. Students learn to build and use chords and apply them in the harmonization of diatonic and modal melodies. Students also learn to write melodic phrases and organize them into simple song forms with harmony.

B. credits: 3

C. contact hours: 3 + 0

D. degree requirements met: elective course; may be applied to fulfill requirements for a minor in music

E. grading basis: A - F

F. prerequisites: MUS A111 or permission of instructor

G. registration restrictions: Ability to read music in treble and bass clef in all keys.

III. Course Activities: This course is conducted mostly by lecture with the aid of audio materials. Students participate in individual and group activities during class. Some writing is done in the piano lab where students work individually with headphones. Homework is assigned regularly.

IV. Evaluation:

A. Exams

B. Homework exercises are assigned for each chapter in the textbook

C. Creative project

V. Instructional Goals and Student Outcomes:

Instructor will:

A. Demonstrate how to build and recognize diatonic triads and seventh chords in major and minor keys.

B. Explain the procedures for harmonizing melodies in major and minor keys.
C. Explain how modes are used in musical systems, and how to write them.
D. Direct the student in the process of writing a musical composition, using simple forms and diatonic harmony.

Student will be able to:

Student Outcomes	Assessment Procedures
Recognize and write all diatonic triads and seventh chords in major and minor keys	Objective examinations
Harmonize a simple melody with diatonic chords	Objective examinations
Recognize the use of modes in a musical composition	Objective examinations
Write an original musical composition in binary, ternary, or blues form and provide a satisfactory harmonization	Individual creative project

VI. Course Outline

A. Chords: primary and secondary triads and dominant seventh chords: inversions; use of chords in harmonization; treatment of non-chord tones.
B. Analysis: motives, phrases, cadences; binary, ternary, and blues forms.
C. Other tonal systems: modes; blues and other scales.
D. Composition: melody writing; interaction of musical parameters: melody, rhythm, harmony, and form.

VII. Suggested Texts:

Manoff, T. (2000). *The music kit* (4th ed.). New York, N.Y.: W.W. Norton & Co.

VIII. Bibliography:

Harder, P. (2009). *Basic materials in music theory* (12th ed.). Englewood Cliffs, NJ. Prentice Hall.

Ottman, R. W. (2004). *Rudiments of music.* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A115	N/A	3	(3+0)

6. Complete Course Title
Jazz Theory I

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2012 To: /9999

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. prerequisite for MUS A116	439	Oct. 2011	Dr. Timothy Smith
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Detailed study of jazz using modulation, sequence, transposition, arranging, and voicing through analysis and dictation. Course is adapted to individual students on keyboard or other instruments.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*

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

16e. Registration Restriction(s) *(non-codable)*
Ability to read music, theory background, basic ability on an instrument.

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update CCG

Initiator (faculty only) Date
Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

C O U R S E C O N T E N T G U I D E

University of Alaska Anchorage

College/Unit:	**Date**:
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A115: Jazz Theory I	3

I. Course Description: Detailed study of jazz using modulation, sequence, transposition, arranging, and voicing through analysis and dictation. Course is adapted to individual students on keyboard or other instruments.

II. Course Design:

- **A. overview**: This course is a detailed introduction to jazz theory. Students analyze the melodic, harmonic, and rhythmic elements used by musicians throughout the history of jazz. The course is adapted to individual students on keyboard or other instruments and includes the study of modulation, sequence, transposition, arranging, voicing and basic composition.
- **B. credits:** 3
- **C. contact hours:** 3 + 0
- **D. degree requirements met:** elective
- **E. grading mode:** A - F
- **F. Registration Restrictions:** Ability to read music, theory background, basic ability on an instrument.

III. Course Activities: This course is conducted mainly by lecture, although a good deal of time is spent in individual instruction. Board lectures on various topics of theory are followed by demonstrations on the piano. Listening and playing skills are emphasized and students learn to transcribe jazz melodies from recordings as well as compose their own basic melodies. Students receive individual instruction in problem areas and help with basic improvisation skills.

IV. Evaluation:

- **A.** Written exams
- **B.** Homework
- **C.** Class participation

V. Instructional Goals and Student Outcomes:

Instructor will

- **A.** Demonstrate knowledge of basic chord structures and scales.
- **B.** Demonstrate knowledge of basic seventh chords through 7 – 3 voicing techniques in written assignments.
- **C.** Demonstrate knowledge in composition of solos over easier jazz forms such as blues and modal tunes.
- **D.** Demonstrate an understanding of basic jazz styles such as Latin and Swing.

Student will be able to

Student Outcomes	Assessment Procedures
Write basic chords and scales	Objective exams
Write basic seventh chords through 7 – 3 voicing techniques	Objective exams
Write / compose a basic jazz solo over a blues	Objective exams
Play the basic eighth note styles of Latin and Swing	Objective exams

VI. Course Outline:

- **A.** Study of jazz melody: survey of the history of jazz melodies from the 20th century to the present; melodic conventions as used by jazz musicians; recognition of particular melodic styles from various periods; composition of simple jazz melodies; melodic dictation and transcription
- **B.** Study of jazz harmony: similarities and differences between jazz and classical harmony; 9th, 11th, and 13th chords; altered chords; harmonic terminology (chord symbols and names); harmonic dictation and transcription
- **C.** Study of jazz rhythm: jazz rhythmic conventions; comparison with classical rhythms; the function of rhythm in jazz; syncopation (accenting the off-beat); rhythmic dictation and transcription
- **D.** Developing beginning compositional skills: modulation (changing keys or manipulating keys within a composition); sequences (looking for patterns in rhythm, harmony, and melody); transpositions (raising or lowering the key); arranging (adapting all or part of a composition for a medium different from that for which it was originally intended; voicing (considering the range and timbre of instruments when selecting pitches)

VII. Suggested Text:

Levine, M. (1995). *The jazz theory book*. Petaluma, CA: Sher Music.

VIII. Bibliography:

Ligon, B. (2001). *Jazz theory resources: tonal, harmonic, melodic, & rhythmic organization of jazz.* Houston, TX: Houston Publishing.

Reeves, S. (2007). *Creative jazz improvisation* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A116	N/A	3	(3+0)

6. Complete Course Title
Jazz Theory II

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct.2011

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

15. Course Description *(suggested length 20 to 50 words)*
Application of skills obtained in MUS A115. Modulation, sequence, transposition, arranging, and voicing are studied, with compositions performed by lab groups. Copyright preparation is discussed.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
MUS A115		

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update CCG

Initiator (faculty only) Date
Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

C O U R S E C O N T E N T G U I D E

University of Alaska Anchorage

College/Unit:	**Date**:
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A116: Jazz Theory II	3

I. Course Description: Application of skills obtained in MUS A115. Modulation, sequence, transposition, arranging, and voicing are studied, with compositions performed by lab groups. Copyright preparation is discussed.

II. Course Design:

- **A. overview**: This course continues Jazz Theory I studies and builds on the knowledge obtained in that course. The emphasis in the second semester is on the application of jazz theory in developing more advanced compositional and improvisational skills.
- **B. credits:** 3
- **C. contact hours:** 3 + 0
- **D. degree requirements met:** elective
- **E. grading mode:** A - F
- **F. prerequisites:** MUS A115

III. Course Activities: This course is conducted mainly by lecture, although a good deal of time is spent in individual instruction. The instructor emphasizes the art of composition, and class time centers around board lectures on arranging, chord construction, and writing skills. Students are required to transcribe recordings of jazz solos. The instructor offers advice, expertise and guidance to students, helping them to achieve individual goals. Ear training and dictation exercises continue as in Jazz Theory I.

IV. Evaluation

- **A.** Written exams
- **B.** Homework
- **C.** Class participation

Instructional Goals and Student Outcomes:

Instructor will

- **A.** Demonstrate knowledge in recognizing, constructing, and using jazz melodies, rhythms, chord symbols and structure.
- **B.** Demonstrate knowledge in transcribing jazz solos.
- **C.** Examine major jazz styles.

Student will be able to

Student Outcomes	Assessment Procedures
Write jazz melodies harmonized with added note chords	Objective exams
Transcribe a recorded jazz solo	Objective exams
Recognize basic jazz styles	Objective exams

VI. Course Outline:

- **A.** Writing jazz melodies: jazz melodies that fit harmonic progressions prepared by the instructor; incorporation of knowledge of jazz melodies into original compositions; melodic dictation and transcription
- **B.** Writing jazz harmony: 9^{th}, 11^{th} and 13^{th} chords; chord sequences; seven approaches to the cadence (the Circle of Fifths, Chromaticism / half-step progressions, diatonic / major scale-like movement, intervals of a third, intervals of a fourth, parallelism / parts moving in concert with the melodic line, contrary motion; chord modulation; harmonic dictation and transcription; incorporation of jazz harmony into original compositions
- **C.** Writing jazz rhythm: rhythmic dictation and transcription, incorporating knowledge of jazz rhythm into original compositions
- **D.** Developing advanced compositional skills: modulation (changing keys or manipulating keys within a composition); sequences (looking for patterns in rhythm, harmony, and melody); transpositions (raising or lowering the key); arranging (adapting all or part of a composition for a medium different from that for which it was originally intended; voicing (considering the range and timbre of instruments when selecting pitches)

VII. Suggested Text:

Levine, M. (1995). *The jazz theory book*. Petaluma, CA: Sher Music.

VIII. Bibliography:

Ligon, B. (2001). *Jazz theory resources: tonal, harmonic, melodic, & rhythmic organization of jazz.* Houston, TX: Houston Publishing.

Reeves, S. (2007). *Creative jazz improvisation* (4^{th} ed.). Upper Saddle River, NJ: Prentice Hall.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A133	N/A	2	(2+0)

6. Complete Course Title
Aural Skills I

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2012 To: /9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. see attached.			
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
The development of skills in reading and hearing music through the study of sight singing and dictation.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
		MUS A131

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update the CCG

Initiator (faculty only) Date

Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Addendum for CAR MUS A133 Aural Skills I

13a.

Impacted Program/Course	**Catalog page(s) impacted**	**Date of Coordination**	**Chair/Coordinator Contacted**
Major Requirements: All Majors	117	Oct. 2011	Dr. Timothy Smith
Corequisite MUS A131	439	Oct. 2011	Dr. Timothy Smith
Prerequisite for MUS A134	439	Oct. 2011	Dr. Timothy Smith
"*Continuation of MUS 133*" for MUS A134	439	Oct. 2011	Dr. Timothy Smith

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:	Date:
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A133: Aural Skills I	2

I. Course Description: The development of skills in reading and hearing music through the study of sight singing and dictation.

II. Course Design:

- **a. Overview:** The four-semester Aural Skills sequence is primarily designed to develop technical facility to be able to read modern music notation and translate music heard into notation.
- **b. Credits:** 2
- **c. Contact hours:** 2 + 0
- **d. Degree requirements met:** required course for all music degrees
- **e. Grading basis:** A - F
- **f. Corequisite:** Enrollment concurrent with MUS A131

III. Course Activities: This class meets two hours per week for lecture, class singing, and discussion. Students are required to complete assignments outside of class. Activities will include some or all of the following at the discretion of the instructor:

- **a.** Sight singing practice
- **b.** Dictation exercises.

IV. Evaluation:

- **a.** Quizzes
- **b.** Tests
- **c.** Students are required to keep a notebook that will contain a diary of practicing, graded assignments, quizzes and tests, as well as class notes and handouts

V. Instructional Goals and Student Outcomes:

- **a. Instructional Goals: Teacher will:**
  - **i.** Explain and demonstrate the technique of reading musical notation without the aid of musical instruments through note reading skills, rhythmic reading skills and pitch reading skills.
  - **ii.** Instruct listening skills through the study of melodic and harmonic dictation.

b. Student Outcomes:

Student will	Assessment Procedures
Sing simple tonal melodies in treble and bass clef	Quizzes, Tests
Perform rhythms in duple subdivisions	Quizzes, Tests
Listen and write simple tonal melodies in treble and bass clef, in simple duple subdivisions	Worksheets, Tests
Listen and write simple primary chord progressions	Worksheets, Tests

VI. Course Outline:

a. Sight singing
- **i.** Development of note reading skills
  1. Introduction, practice, and assimilation of various skills of pattern reading, solfège syllables and speed exercises
- **ii.** Development of rhythmic reading skills in conjunction with note-reading
  1. Introduction, practice and assimilation of conducting patterns to teach meter
  2. Rhythmic concepts including meter, duration, subdivision, phrasing and hyper meter
- **iii.** Development of pitch reading and performing skills
  1. Introduction to tonality and various skills required to accurately sing pitches
  2. Assimilation of note reading, rhythm and pitch with expressive marks in the context of phrasing

b. Develop Dictation Skills
- **i.** Melodic Dictation: Develop ability to take dictation of simple tonal melodies in treble and bass clef using simple duple subdivision in common meters
- **ii.** Harmonic Dictation: Develop ability to take dictation of simple tonal harmonic progression using primary chords

VII. Suggested Texts:

Dandelot, G. (1998). *Manuel pratique pour l'etude des clés*. Paris: Editions Max Eschig.

Bona, P. (1969). *Complete method for rhythmical articulation.* New York: Carl Fischer.

Berkowitz, S., Fontrier, G., & Kraft, L. (1997). *A new approach to sight singing* (4th ed.). New York: W.W. Norton.

Horvit, M., Koozin, T., & Nelson, R. (2009). *music for ear training* (3rd ed.). Boston: G. Schirmer.

VIII. Bibliography:

Karpinski, G. S. (2000). *Aural Skill Acquisition: The development of listening, reading, and performing skills in college-level musicians*. New York: Oxford University Press.

Thurmond, J. M. (1982). *Note grouping*. Galesville, MD: Meredith Music.

Kraft, L. (1999). *A new approach to ear training* (4th ed.). New York: W.W. Norton.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A134	N/A	2	(2+0)

6. Complete Course Title
Aural Skills II

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Springl/2012 To: /9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. see attached.			
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
The development of skills in reading and hearing music through the study of sight singing and dictation. Continuation of MUS A133.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
MUS A133		MUS A132

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update the CCG

Initiator (faculty only) Date

Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Addendum for CAR MUS A134 Aural Skills II

13a.

Impacted Program/Course	**Catalog page(s) impacted**	**Date of Coordination**	**Chair/Coordinator Contacted**
Major Requirements: All Majors	117	Oct. 2011	Dr. Timothy Smith
Corequisite MUS A132	439	Oct. 2011	Dr. Timothy Smith
Prerequisite for MUS A233	440	Oct. 2011	Dr. Timothy Smith
"*Continuation of MUS 133*" for MUS A134	439	Oct. 2011	Dr. Timothy Smith

C O U R S E C O N T E N T G U I D E

University of Alaska Anchorage

College/Unit:	**Date:**
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A134: Aural Skills II	2

I. Course Description: The development of skills in reading and hearing music through the study of sight singing and dictation. Continuation of MUS A133.

II. Course Design:

- **a. Overview:** The four-semester Aural Skills sequence is primarily designed to develop technical facility to be able to read modern music notation and translate music heard into notation.
- **b. Credits:** 2
- **c. Contact hours:** 2 + 0
- **d. Degree requirements met:** required course for all music degrees.
- **e. Grading mode:** A - F
- **f. Prerequisites:** MUS A133
- **g. Corequisite:** MUS A132

III. Course Activities: This class meets two hours per week for lecture, class singing, and discussion. Students are required to complete assignments outside of class. Activities will include:

- **a.** Sight singing practice
- **b.** Dictation exercises

IV. Evaluation:

- **a.** Quizzes
- **b.** Tests
- **c.** Students are required to keep a notebook that will contain a diary of practicing, graded assignments, quizzes and tests, as well as class notes and handouts

V. Instructional Goals and Student Outcomes:

- **a. Instructional Goals: Teacher will:**
  - **i.** Explain and demonstrate the technique of reading musical notation without the aid of musical instruments through note reading skills, rhythmic reading skills and pitch reading skills.
  - **ii.** Instruct listening skills through the study of melodic and harmonic dictation.

b. Student Outcomes:

Student will	Assessment Procedures
Sing tonal melodies with increasing complexity in treble and bass clef.	Quizzes, Tests
Perform rhythms in duple and triple subdivisions.	Quizzes, Tests
Listen and write tonal melodies with increasing complexity and length in treble and bass clef, in duple and triple subdivisions.	Worksheets, Tests
Listen and write primary chord progressions with increasing complexity of chord choices.	Worksheets, Tests

VI. Course Outline:

- **a.** Sight singing
  - **i.** Development of note reading skills
    1. Introduction, practice, and assimilation of various skills of pattern reading, solfège syllables and speed exercises
  - **ii.** Development of rhythmic reading skills in conjunction with note-reading
    1. Introduction, practice and assimilation of conducting patterns to teach meter
    2. Rhythmic concepts including meter, duration, subdivision, phrasing and hyper meter
  - **iii.** Development of pitch reading and performing skills
    1. Introduction to tonality and various skills required to accurately sing pitches.
    2. Assimilation of note reading, rhythm and pitch with expressive marks in the context of phrasing
- **b.** Develop Dictation Skills
  - **i.** Melodic Dictation: Develop ability to take dictation of longer tonal melodies in treble and bass clef using simple duple and triple subdivision in common meters
  - **ii.** Harmonic Dictation: Develop ability to take dictation of tonal harmonic progression with increasing complexity of choice using primary chords

VII. Suggested Texts:

Dandelot, G. (1998). *Manuel pratique pour l'etude des clés*. Paris: Editions Max Eschig.

Bona, P. (1969). *Complete method for rhythmical articulation.* New York: Carl Fischer.

Berkowitz, S., Fontrier, G., & Kraft, L. (1997). *A new approach to sight singing* (4th ed.). New York: W.W. Norton.

Horvit, M., Koozin, T., & Nelson, R. (2009). *music for ear training* (3rd ed.). Boston: G. Schirmer.

VIII. Bibliography:

Karpinski, G. S. (2000). *Aural Skill Acquisition: The development of listening, reading, and performing skills in college-level musicians*. New York: Oxford University Press.

Thurmond, J. M. (1982). *Note grouping*. Galesville, MD: Meredith Music.

Kraft, L. (1999). *A new approach to ear training* (4th ed.). New York: W.W. Norton.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A150	N/A	1	(1+0)

6. Complete Course Title
Piano Class I

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Springl/2012 To: /9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Fundamentals of piano techniques. Introduces notereading in five-finger positions in the keys of C and G, using folk and classical arrangements in simple meter. Classes conducted in piano lab.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update the CCG

Initiator (faculty only) Date

Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

C O U R S E C O N T E N T G U I D E

University of Alaska Anchorage

College/Unit:	**Date:**
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A150: Piano Class I	1

I. Course description: Fundamentals of piano techniques. Introduces notereading in five-finger positions in the keys of C and G, using folk and classical arrangements in simple meter. Classes conducted in piano lab.

II. Course design

A. Overview: This course is intended for beginners with little or no piano background. Student will practice from a beginning adult piano book to gain skills playing the piano, reading music and understanding theory.

B. Credits: 1

C. Contact hours: 1+0

D. Degree requirements met: elective

E. Grading mode: A - F

F. Special Fees

III. Course Activities: Courses are conducted through group lectures and individually programmed instruction. Class is limited to 15 students and meets in the piano lab where students can listen to themselves on a headset without interference from other pianos. The instructor teaches basic piano techniques and beginning music reading. Each student works with the instructor to develop a program of individual goals involving sight-reading and performance skills as well as knowledge of theory. Each week's class is divided between group theory instruction and evaluation of individual student progress in attaining goals.

IV. Evaluation:

A. Tests are evaluation by instructor of student performance.

B. Students are graded on their performance in class each week.

V. Instructional Goals and Student Outcomes:

Instructional Goals: Teacher will:

A. demonstrate the requisite skills necessary to play the piano.

B. explain written musical terminology.

C. teach basic scales and chords (C, G & F).

Defined Outcomes: Student will be able to:

Student Outcomes	Assessment Procedures
play required assignments for the teacher	Objective performance exams
identify notes and basic written musical terminology	Objective exams
play basic chords and scales (C, G, & F)	Objective performance exams

VI. Course Outline

A. Beginning sight-reading skills
   1. note identification and music basics
   2. reading and playing in two parts

B. Harmonization and transposition
   1. introduction of five finger patterns
   2. introduction of primary chords: keys of C, G and F
   3. harmonization of pieces with primary chords
   4. introduction of major scales

C. Rhythm
   1. counting and performing basic rhythmic patterns

VII. Suggested Texts

Bastien, J. (1999). *Piano for adults, a beginning course: Lessons, theory, technique, sight-reading, book I.* San Diego, CA: Kjos Music.

VIII. Bibliography

Faber, N. & R. (2001). *Adult piano adventures, all in one lesson, book I.* Fort Lauderdale, FL: FJH Music.

Hilley, M., & Olson, L. F. (2007). *Piano for pleasure: a basic course for adults* (6th ee.). St. Paul, MN: West Publishing.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	MUSIC

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A163	N/A	1-2	(1-2+0)

6. Complete Course Title
Private Lessons (Non-Juried)

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status Yes # of Repeats 3 Max Credits 8

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2012 To: /9999

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. "Continuation of MUS A163" for MUS A164	440	Oct. 2011	Dr. Timothy Smith
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Non-juried private music instruction in brass, guitar, harpsichord, organ, percussion, piano, strings, voice, and woodwinds.
Special note: This course cannot be petitioned for juried lessons (MUS A161, A162, A261, A262, A361, A362, A461, and A462).

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*

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

16e. Registration Restriction(s) *(non-codable)*
Departmental approval.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update CCG.). Enrollment in this course enables the student to take an extra semester to make-up the work needed to successfully complete the requirements to pass the uncompleted jury lesson course.

Initiator (faculty only) Date
Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

C O U R S E C O N T E N T G U I D E

University of Alaska Anchorage

College/Unit:	**Date:**
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A163: Private Lessons (Non-Juried)	1-2

I. Course Description: Non-juried private lessons in brass, guitar, harpsichord, organ, percussion, piano, strings, voice, and woodwinds. Special note: This course cannot be petitioned for juried lessons (MUS A161, A162, A261, A262, A361, A362, A461, and A462).

II. Course Design:

A. Overview: This course is offered to:

1. music majors taking an incomplete in their juried private lesson sequence (MUS A161, A162, A261, A262, A361, A362, A461, A462). Enrollment in this course enables the student to take an extra semester to make-up the work needed to successfully complete the requirements to pass the uncompleted jury lesson course.
2. incoming students who did not pass the initial audition required to enroll in the juried private lesson sequence. This course enables the student to take a semester of non-juried lessons to prepare for another audition to the music program.
3. music majors who wish to take private music lessons on another instrument other than their major instrument.
4. students who are non-music majors and concurrently enrolled in a university music ensemble.

B. Credits: 1 - 2

C. Contact hours: 1-2 + 0

D. Repeat status: Repeatable three times for a maximum of 8 credits

E. Grading basis: A – F

F. Registration Restriction: Departmental approval. Incoming students must be evaluated by the appropriate instructor.

G. Special Fees

III. Course Activities: Performance by students of their assigned repertoire on a weekly basis. Lessons cover style, pedagogic and technical considerations.

IV. Evaluation: the following areas must be included:

A. Satisfactory completion of and execution of performance assignments.

B. Regular class attendance, with evidence of consistent daily practice.

V. Instructional Goals and Student Outcomes:

The instructor will

A. Assign music for student performance, demonstrating to the student knowledge of the appropriate style in each composition.

B. Demonstrate sufficient technical ability, tonal control, musical clarity, and interpretation of each assigned piece, implying clarity of ideas, styles, and purpose.
C. Demonstrate appropriate application of pedagogic techniques.
D. Demonstrate discipline-specific techniques: Bow control (strings), Breath support (vocalists and wind players), Intonation (vocalists, wind and string players).

Student will be able to

Student Outcomes	Assessment Procedures
Demonstrate the style appropriate to each assigned piece.	Course performances
Demonstrate sufficient technical ability relevant to each assigned piece resulting in a successful performance at an acceptable tempo.	Course performances
Demonstrate proper application of pedagogic techniques resulting in a successful performance that embodies principles and techniques relevant to the instrument.	Course performances
Demonstrate improvement from the previous semester (if course had been repeated).	Course performances

VI. Course Outline:

A. Development of technical skills:

1. Rhythmic accuracy.
2. Phrasing and dynamics.
3. Interpretation of the work as a unified, coherent whole. Presentation with regard to dramatic impact, emotional projection, and communication of musical ideas.
4. Proficiency in execution of assigned literature (technical mastery, adherence to traditional tempi, etc).

B. Pedagogy:

1. Understand the differences in pedagogic principles as relevant to differing styles and composers.
2. Utilize creative approaches to problem solving relevant to a particular area of difficulty in a piece.
3. Allocation of time in a practice session, understanding how to approach a piece from the start; setting goals and daily practice techniques.
4. Understand how to pace a "finished product" in a performance situation.
5. Discipline-specific considerations:
   a. Understanding the appropriate application of pedal technique (pianists).
   b. Understanding the technical application of bow control and allocation (string players).
   c. Understanding the mechanics behind breath support (wind players and vocalists).
   d. Establishment of and utilization of correct fingering (all except voice and percussion).
   e. Understanding information processing and memory techniques (all where required.).

VII. Suggested Text:

Johnston, P. (2007). *The practice revolution. Getting great results from the six days between music lessons.* Pearce, Australia: PracticeSpot Press.

VIII. Bibliography:

Craig, D. (1993). *A performer prepares: A guide to song preparation for actors, singers and dancers.* New York City: Applause Books.

Galamian, I. (1985) *Principles of violin playing and teaching* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Girsberger, R., & Cirone, A. J. (2000). *Practical guide to percussion terminology. Galesville, MD: Meredith Music.*

Johnson, K. (1981). *The art of trumpet playing.* Ames, IA: Iowa State University Press.

Kincaid, W. F. (1999). *The art and practice of modern flute technique.* New York City: MCA Music.

Miller, R. (1996). *The structure of singing.* New York City: Schirmer Books.

Palisca, C. (1991). *Baroque music* (3rd ed.). Engelwood Cliffs, NJ: Prentice Hall.

Rosen, C. (1998). *The Classical style.* New York City: W. W. Norton & Company.

Rosen, C. (1998). *The Romantic generation.* Cambridge, MA: Harvard University Press.

Samson, J. (1991). *The late Romantic era.* Engelwood Cliffs, NJ: Prentice Hall.

Stein, K. (1958). *The art of clarinet playing.* Princeton NJ: Summy-Birchard.

Wick, D. (1984). *Trombone technique* (2nd ed.). Oxford, England: Oxford University Press.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	MUSIC

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A164	N/A	1-2	(1-2+0)

6. Complete Course Title
Private Lessons (Non-Major)

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status Yes # of Repeats 3 Max Credits 8

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring /2012 To: /9999

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Continuation of MUS A164" for MUS A263	440	Oct. 2011	Dr. Timothy Smith
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date: _____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Private music instruction in brass, guitar, harpsichord, organ, percussion, piano, strings, voice, and woodwinds. Special note: For non-music majors and students not currently enrolled in a university music ensemble.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*

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

16e. Registration Restriction(s) *(non-codable)*
Departmental approval.

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update CCG. This course is offered to non-music majors and students not currently enrolled in a university music ensemble.

Initiator (faculty only) Date
Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

C O U R S E C O N T E N T G U I D E

University of Alaska Anchorage

College/Unit:	**Date:**
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A164: Private Lessons (Non-Major)	1-2

I. Course Description: Private music instruction in brass, guitar, harpsichord, organ, percussion, piano, strings, voice, and woodwinds. Special note: For non-music majors and students not currently enrolled in a university music ensemble.

II. Course Design:

- **A. Overview:** A course geared toward in-depth study of the standard solo repertoire specific to the student's major instrument. Development of performance techniques, and stylistic approaches for different periods, will be studied.
- **B. Credits:** 1 - 2
- **C. Contact hours:** 1-2 + 0
- **D. Repeat status:** Repeatable three times for a maximum of 8 credits
- **E. Grading basis:** A – F
- **F. Registration Restriction: Departmental approval.** Incoming students must be evaluated by the appropriate instructor.
- **G. Special Fees**

III. Course Activities: Performance by students of their assigned repertoire on a weekly basis. Lessons cover style, pedagogic and technical considerations.

IV. Evaluation: the following areas must be included:

- **A.** Satisfactory completion of and execution of performance assignments.
- **B.** Regular class attendance, with evidence of consistent daily practice.

V. Instructional Goals and Student Outcomes:

The instructor will

- **A.** Assign music for student performance, demonstrating to the student knowledge of the appropriate style in each composition.
- **B.** Demonstrate sufficient technical ability, tonal control, musical clarity, and interpretation of each assigned piece, implying clarity of ideas, styles, and purpose.
- **C.** Demonstrate appropriate application of pedagogic techniques.
- **D.** Demonstrate discipline-specific techniques: Bow control (strings), Breath support (vocalists and wind players), Intonation (vocalists, wind and string players).

Student will be able to

Student Outcomes	Assessment Procedures
Demonstrate the style appropriate to each assigned piece.	Course performances.
Demonstrate sufficient technical ability relevant to each assigned piece resulting in a successful performance at an acceptable tempo.	Course performances.

Demonstrate proper application of pedagogic techniques resulting in a successful performance that embodies principles and techniques relevant to the instrument.	Course performances.
Demonstrate improvement from the previous semester (if course had been repeated).	Course performances.

VI. Course Outline:

A. Development of technical skills:

1. Rhythmic accuracy.
2. Phrasing and dynamics.
3. Interpretation of the work as a unified, coherent whole. Presentation with regard to dramatic impact, emotional projection, and communication of musical ideas.
4. Proficiency in execution of assigned literature (technical mastery, adherence to traditional tempi, etc).

B. Pedagogy:

1. Understand the differences in pedagogic principles as relevant to differing styles and composers.
2. Utilize creative approaches to problem solving relevant to a particular area of difficulty in a piece.
3. Allocation of time in a practice session, understanding how to approach a piece from the start; setting goals and daily practice techniques.
4. Understand how to pace a "finished product" in a performance situation.
5. Discipline-specific considerations:
   a. Understanding the appropriate application of pedal technique (pianists).
   b. Understanding the technical application of bow control and allocation (string players).
   c. Understanding the mechanics behind breath support (wind players and vocalists).
   d. Establishment of and utilization of correct fingering (all except voice and percussion).
   e. Understanding information processing and memory techniques (all where required.).

VII. Suggested Text:

Johnston, P. (2007). *The practice revolution. Getting great results from the six days between music lessons.* Pearce, Australia: PracticeSpot Press.

VIII. Bibliography:

Craig, D. (1993). *A performer prepares: A guide to song preparation for actors, singers and dancers.* New York City: Applause Books.

Galamian, I. (1985) *Principles of violin playing and teaching* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Girsberger, R., & Cirone, A. J. (2000). *Practical guide to percussion terminology. Galesville, MD: Meredith Music.*

Johnson, K. (1981). *The art of trumpet playing.* Ames, IA: Iowa State University Press.

Kincaid, W. F. (1999). *The art and practice of modern flute technique.* New York City: MCA Music.

Miller, R. (1996). *The structure of singing.* New York City: Schirmer Books.

Palisca, C. (1991). *Baroque music* (3rd ed.). Engelwood Cliffs, NJ: Prentice Hall.

Rosen, C. (1998). *The Classical style.* New York City: W. W. Norton & Company.

Rosen, C. (1998). *The Romantic generation.* Cambridge, MA: Harvard University Press.

Samson, J. (1991). *The late Romantic era.* Engelwood Cliffs, NJ: Prentice Hall.

Stein, K. (1958). *The art of clarinet playing.* Princeton NJ: Summy-Birchard.

Wick, D. (1984). *Trombone technique* (2nd ed.). Oxford, England: Oxford University Press.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A233	N/A	2	(2+0)

6. Complete Course Title
Aural Skills III

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. see attached.			
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct. 2011

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

15. Course Description *(suggested length 20 to 50 words)*
The development of skills in reading and hearing music through the study of sight singing and dictation. Continuation of MUS A134.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
MUS A134		MUS A231

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update the CCG

Initiator (faculty only) Date

Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Addendum for CAR MUS A233 Aural Skills III

13a.

Impacted Program/Course	**Catalog page(s) impacted**	**Date of Coordination**	**Chair/Coordinator Contacted**
Major Requirements: All Majors	117	Oct. 2011	Dr. Timothy Smith
Corequisite MUS A231	440	Oct. 2011	Dr. Timothy Smith
Prerequisite for MUS A234	440	Oct. 2011	Dr. Timothy Smith
"*Continuation of MUS 134*" for MUS A233	440	Oct. 2011	Dr. Timothy Smith

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:	Date:
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A233: Aural Skills III	2

I. Course Description: The development of skills in reading and hearing music through the study of sight singing and dictation. Continuation of MUS A134.

II. Course Design:

- **a. Overview** The four-semester Aural Skills sequence is primarily designed to develop technical facility to be able to read modern music notation and translate music heard into notation.
- **b. Credits:** 2
- **c. Contact hours:** 2 + 0
- **d. Degree requirements met:** required course for all music degrees.
- **e. Grading mode:** A - F
- **f. Prerequisites:** MUS A134
- **g. Corequisite:** MUS A 231

III. Course Activities: This class meets two hours per week for lecture, class singing, and discussion. Students are required to complete assignments outside of class. Activities will include:

- **a.** Sight singing practice
- **b.** Dictation exercises

IV. Evaluation:

- **a.** Quizzes
- **b.** Tests
- **c.** Students are required to keep a notebook that will contain a diary of practicing, graded assignments, quizzes and tests, as well as class notes and handouts

V. Instructional Goals and Student Outcomes:

- **a. Instructional Goals: Teacher will:**
  - **i.** Explain and demonstrate the technique of reading musical notation without the aid of musical instruments through note reading skills, rhythmic reading skills and pitch reading skills.
  - **ii.** Instruct listening skills through the study of melodic and harmonic dictation.

b. Student Outcomes:

Student will	Assessment Procedures
Sing tonal melodies with increasing complexity, such as chromatic alterations and larger skips, in treble, alto and bass clef.	Quizzes, Tests
Perform rhythms in duple and triple subdivisions, compound meters and complex rhythmic problems.	Quizzes, Tests
Listen and write tonal melodies with increasing complexity and length in treble and bass clef, in duple and triple subdivisions.	Worksheets, Tests
Listen and write longer chord progressions with increasing complexity of chord choices.	Worksheets, Tests

VI. Course Outline:

a. Sight singing
- **i.** Development of note reading skills
  1. Introduction, practice, and assimilation of various skills of pattern reading, solfège syllables and speed exercises
- **ii.** Development of rhythmic reading skills in conjunction with note-reading
  1. Introduction, practice and assimilation of conducting patterns to teach meter
  2. Rhythmic concepts including meter, duration, subdivision, phrasing and hyper meter
- **iii.** Development of pitch reading and performing skills
  1. Introduction to tonality and various skills required to accurately sing pitches
  2. Assimilation of note reading, rhythm and pitch with expressive marks in the context of phrasing

b. Develop Dictation Skills
- **i.** Melodic Dictation: Develop ability to take dictation of longer tonal melodies in treble and bass clef using duple, triple and compound subdivision in common meters with use of increasing chromatic alterations and larger skips
- **ii.** Harmonic Dictation: Develop ability to take dictation of tonal harmonic progression with increasing complexity of choice

VII. Suggested Texts:

Dandelot, G. (1998). *Manuel pratique pour l'etude des clés*. Paris: Editions Max Eschig.

Bona, P. (1969). *Complete method for rhythmical articulation.* New York: Carl Fischer.

Berkowitz, S., Fontrier, G., & Kraft, L. (1997). *A new approach to sight singing* (4th ed.). New York: W.W. Norton.

Horvit, M., Koozin, T., & Nelson, R. (2009). *music for ear training* (3rd ed.). Boston: G. Schirmer.

VIII. Bibliography:

Karpinski, G. S. (2000). *Aural Skill Acquisition: The development of listening, reading, and performing skills in college-level musicians.* New York: Oxford University Press.

Thurmond, J. M. (1982). *Note grouping*. Galesville, MD: Meredith Music.

Kraft, L. (1999). *A new approach to ear training* (4th ed.). New York: W.W. Norton.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AFAR Division of Fine Arts	Music

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MUS	A234	N/A	2	(2+0)

6. Complete Course Title
Aural Skills IV

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. see attached.			
2.			
3.			

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: _____ Date:_____

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

13c. Coordination with Library Liaison Date: Oct.2011

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

15. Course Description *(suggested length 20 to 50 words)*
The development of skills in reading and hearing music through the study of sight singing and dictation. Continuation of MUS A233.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
MUS A233		MUS A232

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update the CCG

Initiator (faculty only) Date

Karen Strid-Chadwick
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Addendum for CAR MUS A234 Aural Skills IV

13a.

Impacted Program/Course	**Catalog page(s) impacted**	**Date of Coordination**	**Chair/Coordinator Contacted**
Major Requirements: All Majors	117	Oct. 2011	Dr. Timothy Smith
Corequisite MUS A232	440	Oct. 2011	Dr. Timothy Smith
"*Continuation of MUS 233*" for MUS A234	440	Oct. 2011	Dr. Timothy Smith

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:	Date:
College of Arts and Sciences / Department of Music	***rev October 2011***
Course Title:	**Credits:**
MUS A234: Aural Skills IV	2

I. Course Description: The development of skills in reading and hearing music through the study of sight singing and dictation. Continuation of MUS A233.

II. Course Design:

- **a. Overview** The four-semester Aural Skills sequence is primarily designed to develop technical facility to be able to read modern music notation and translate music heard into notation.
- **b. Credits:** 2
- **c. Contact hours:** 2 + 0
- **d. Degree requirements met:** required course for all music degrees.
- **e. Grading mode:** A - F
- **f. Prerequisites:** MUS A233
- **g. Corequisite:** MUS A232

III. Course Activities: This class meets two hours per week for lecture, class singing, and discussion. Students are required to complete assignments outside of class. Assignments will include:

- **a.** Sight singing practice
- **b.** Dictation exercises

IV. Evaluation:

- **a.** Quizzes
- **b.** Tests
- **c.** Students are required to keep a notebook that will contain a diary of practicing, graded assignments, quizzes and tests, as well as class notes and handouts

V. Instructional Goals and Student Outcomes:

- **a. Teacher will:**
  - **i.** Explain and demonstrate the technique of reading musical notation without the aid of musical instruments through note reading skills, rhythmic reading skills and pitch reading skills.
  - **ii.** Instruct listening skills through the study of melodic and harmonic dictation.

b. Student Outcomes:

Student will	Assessment Procedures
Sing tonal melodies with increasing complexity, such as chromatic alterations and larger skips, in treble, alto, tenor and bass clef.	Quizzes, Tests
Perform rhythms in duple and triple subdivisions, compound meters and complex rhythmic problems.	Quizzes, Tests
Listen and write melodies with increasing complexity and length in treble and bass clef, in all meters.	Worksheets, Tests
Listen and write longer chord progressions, including modulation, with increasing complexity of chord choices.	Worksheets, Tests

VI. Course Outline:

a. Sight singing
- **i.** Development of note reading skills
  1. Introduction, practice, and assimilation of various skills of pattern reading, solfège syllables and speed exercises
- **ii.** Development of rhythmic reading skills in conjunction with note-reading
  1. Introduction, practice and assimilation of conducting patterns to teach meter
  2. Rhythmic concepts including meter, duration, subdivision, phrasing and hyper meter
- **iii.** Development of pitch reading and performing skills
  1. Introduction to tonality and various skills required to accurately sing pitches
  2. Assimilation of note reading, rhythm and pitch with expressive marks in the context of phrasing

b. Develop Dictation Skills
- **i.** Melodic Dictation: Develop ability to take dictation of longer melodies in treble and bass clef using duple, triple and compound subdivision in all meters with use of increasing chromatic alterations and larger skips
- **ii.** Harmonic Dictation: Develop ability to take dictation of harmonic progressionw with increasing complexity of choice, including modulation

VII. Suggested Texts:

Dandelot, G. (1998). *Manuel pratique pour l'etude des clés*. Paris: Editions Max Eschig.

Bona, P. (1969). *Complete method for rhythmical articulation.* New York: Carl Fischer.

Berkowitz, S., Fontrier, G., & Kraft, L. (1997). *A new approach to sight singing* (4th ed.). New York: W.W. Norton.

Horvit, M., Koozin, T., & Nelson, R. (2009). *music for ear training* (3rd ed.). Boston: G. Schirmer.

VIII. Bibliography:

Karpinski, G. S. (2000). *Aural Skill Acquisition: The development of listening, reading, and performing skills in college-level musicians*. New York: Oxford University Press.

Thurmond, J. M. (1982). *Note grouping*. Galesville, MD: Meredith Music.

Kraft, L. (1999). *A new approach to ear training* (4th ed.). New York: W.W. Norton.

1a. School or College	1b. Division	1c. Department
EA COE	No Division Code	EDTL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
EDEL	A325	N/A	6	(6+0)

6. Complete Course Title
Teaching Literacy in Elementary Schools
Teach/Literacy in Elem Schools
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: /9999

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.	N/A		
2.	N/A		
3.	N/A		

Initiator Name (typed): Christine Theno Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 9-19-2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 9-19-2011

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

15. Course Description *(suggested length 20 to 50 words)*
Survey of current issues and trends in teaching literacy in grades K-6. Focuses on methods, materials and practices that develop children's proficiency in reading, writing and oral language.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
EDFN A301	N/A	EDEL A327, EDEL A395

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

16e. Registration Restriction(s) *(non-codable)*
Admission to Department of Teaching and Learning

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Change in co-requisite support placement reflecting standards of Association of Childhood Education International.

Initiator (faculty only) Date
Christine Theno
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated: Fall 2011

II. Information for the Course Action Request

College/School:	EA COE
Department:	EDTL
Course Prefix:	EDEL
Course Number:	A325
Title:	Teaching Literacy in Elementary Schools
Credits:	6.0
Contact Hours:	6+0
Grading Basis:	A-F
Implementation Date:	Fall 2012
Course Description:	Survey of current issues and trends in teaching literacy in grades K-6. Focuses on methods, materials and practices that develop children's proficiency in reading, writing and oral language.
Course Prerequisites(s):	EDFN A301
Test Scores(s):	N/A
Corequisite(s)	EDEL A327, EDEL A395
Registration Restrictions:	Admission to Department of Teaching and Learning
Course Fee:	☒ Yes ☐ No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Describe and analyze the reading and writing processes.
2.	Discuss literacy as a language process.
3.	Model the importance of scaffolding literacy experiences.
4.	Facilitate discussion of instructional approaches for teaching literacy.
5.	Discuss and demonstrate differentiation of instruction.
6.	Integrate technology in literacy instruction.
7.	Discuss how and why to teach word study in literacy development.
8.	Guide the development of student's knowledge of writing, and how to support children's ability to produce effective writing.
9.	Facilitate student's understanding of how to promote children's abilities to read and write narratives.
10.	Present principles and methods of teaching children to read and write informational text.
11.	Develop knowledge about children's literature, the structure of text, and the elements of story.
12.	Facilitate an understanding of comprehension in reading.
13.	Discuss literacy development in Alaska.
14.	Model how to sustain talk in the classroom.
15.	Present and facilitate practice with multiple forms of literacy assessment.

B. Student Outcomes/Assessment Procedures

	Student Outcome Upon successful completion of this course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:	***Standards Met**	**Core Values**
1.	Apply knowledge of reading and writing processes in planning and teaching.	-Lesson Plan **(SBA) -Literacy Case Study (SBA)	ACEI: 2.1, 3.1, 3.2, 3.3, 3.4, 3.5 ABTS: 4, 5	Intellectual Vitality
2.	Apply knowledge of literacy as a language process in planning and teaching.	-Lesson Plan (SBA) -Literacy Case Study (SBA)	ACEI: 2.1, 3.1 ABTS: 4, 5	Intellectual Vitality
3.	Apply knowledge of scaffolding in instruction in teaching literacy.	-Lesson Plan (SBA) -Literacy Case Study (SBA)	ACEI: 2.1, 3.1 ABTS: 5	Intellectual Vitality
4.	Reflect on instructional approach for teaching literacy in Practicum I.	-In-class discussion -Group Project	ACEI: 2.1, 5.1 ABTS: 4, 5	Intellectual Vitality

5.	Apply knowledge of differentiation of instruction in classroom planning and teaching literacy.	-Lesson Plan (SBA) -Literacy Case Study (SBA)	ACEI: 2.1, 3.1 ABTS: 4, 5	Inclusiveness and Equity Intellectual Vitality
6.	Critique the impact of technology on literacy development and instruction.	Group Project	ACEI: 3.1 ABTS: 4	Intellectual Vitality
7.	Demonstrate how (skills, strategies, methods, materials) word study contributes to the development of literacy in primary and intermediate grades.	-Exam -Individual Portfolio	ACEI: 2.1, 3.1 ABTS: 4, 5	Intellectual Vitality
8.	Demonstrate how (skills, strategies, methods, materials) the reading and writing of narrative is developed in primary and intermediate grades.	-Individual Portfolio -Exam	ACEI: 2.1. 3.1 ABTS: 4, 5	Intellectual Vitality
9.	Demonstrate how (skills, strategies, techniques) the reading and writing of nonfiction is developed in primary and intermediate grades.	-Individual Portfolio -Exam	ACEI: 2.1. 3.1 ABTS: 4, 5	Intellectual Vitality
10.	Apply knowledge of text structure in planning and teaching literacy.	-Lesson Plan (SBA) -Literacy Case Study (SBA)	ACEI: 2.1. 3.1 ABTS: 4	Intellectual Vitality
11.	Demonstrate how (skills, strategies, methods) comprehension is developed in primary and intermediate grades.	-Individual Portfolio -Exam	ACEI: 2.1, 3.1 ABTS: 4, 5	Intellectual Vitality
12.	Conduct research on issues of literacy that are currently before the State of Alaska.	Research Project	ACEI: 2.1, 5.1 ABTS: 4, 8	Leadership
13.	Apply knowledge of 'sustaining talk' in literacy development.	Lesson Plan (SBA)	ACEI: 2.1, 3.1 ABTS: 4, 5	Intellectual Vitality
14.	Explain types of assessments relevant to literacy instruction and the relationship of assessment to teaching.	-Literacy Case Study (SBA) -Individual Portfolio	ACEI: 2.1, 4.0 ABTS: 4, 5	Intellectual Vitality

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards
** SBA: Standards-Based Assessment

IV. Course Level Justification

The course builds on coursework in Arts and Sciences, education, child development, and field experiences in elementary classrooms. This course begins the sequence of upper division methods courses.

V. Course Outline

1.0 Becoming an Effective Teacher of Reading
- 1.1 How children learn
- 1.2 Understanding the reading and writing processes
- 1.3 Understanding literacy as a language process
- 1.4 Scaffolding literacy experiences
- 1.5 Organizing for instruction: instructional approaches
- 1.6 Differentiation of instruction

2.0 Teaching the Language Arts
- 2.1 Development of reading, writing, speaking and listening
- 2.2 Frameworks for teaching reading and writing
- 2.3 Conducting workshops
- 2.4 Using technology
- 2.5 Sustaining talk

3.0 Assessing and Developing Literacy Development
- 3.1 Phonics and phonemic awareness
- 3.2 Fluency
- 3.3 Comprehensive tests in reading
- 3.4 Relationship of assessment and instruction
- 3.5 Portfolios and self-assessment

4.0 Word Study
- 4.1 Stages of spelling development
- 4.2 Vocabulary development
- 4.3 Affixes, roots, homophones, homographs, figurative language

5.0 Comprehension and Understanding
- 5.1 Micro, integrative, macro, elaborative and meta-cognitive processing
- 5.2 Skills and strategies
- 5.3 Using writing to promote comprehension
- 5.4 Development of story structure and literature study
- 5.5 Questioning
- 5.6 Discussion
- 5.7 Other generic and specific methods

6.0 Reading and Writing Narrative
- 6.1 Elements of fiction
- 6.2 Reading fluency
- 6.3 Reading aloud

6.4 Integrating reading and writing
6.5 Genre, book study and discussion
6.6 Including poetry
6.7 Craft elements in fiction and nonfiction writing

7.0 Reading and Writing in the Content Areas
7.1 Structure of text
7.2 Content area textbooks
7.3 Integrated language arts curriculum
7.4 Thematic units
7.5 Integrating children's literature

8.0 Literacy in Alaska
8.1 No Child Left Behind
8.2 Alaska Native languages and bilingualism
8.3 Student achievement
8.4 Culturally relevant content and curriculum
8.5 Culturally relevant teaching

9.0 Exploring New Literacies
9.1 The internet: blogs, text messaging, wikis, etc.
9.2 Dynamic nature of language
9.3 Popular culture
9.4 Visual literacies

VI. Suggested Texts

International Reading Association Professional Standards and Ethics Committee. (2003). *Standards for reading professionals.* Newark, DE: International Reading Association.

Peregoy, S. F., & Boyle, O. F. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (5th ed.). Boston: Allyn & Bacon.

Tompkins, G. E. (2003). *Literacy for the 21st Century*. Upper Saddle River, NJ: Merrill Prentice Hall

VII. Bibliography

Applegate, M. D., Quinn, K. B., & Applegate, A. J. (2006). Profiles in comprehension. *The Reading Teacher, 60*(1), 48-57.

Calkins, L. M. (2001). *The art of teaching reading.* New York: Longman.

Clay, M. M. (2005). *Literacy lessons designed for individuals: Part one: Why? When? And How?* Portsmouth, NH: Heinemann.

Cooper, J. D., & Kiger, N. D. (2008). *Literacy assessment: Helping teachers plan instruction.* Boston: Houghton Mifflin.

Evans, J. (2005). *Literacy moves on: Popular culture, new technologies, and critical literacy in the elementary classroom*. Portsmouth, NH: Heinemann.

Fiene, J., & McMahon, S. (2007). Assessing comprehension: A classroom-based process. *The Reading Teacher, 60*(5), 406-417.

Flood, J., Lapp, D., Squire, J. R., & Jensen, J. M. (Eds). (2003). *Handbook of research on teaching the English language arts* (2nd ed.). Mahway, NJ: Lawrence Erlbaum Associates.

Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking and writing about reading, K-8*. Portsmouth, NH: Heinemann.

Heller, M. F. (2007). Telling stories and talking facts: First graders' engagements in a nonfiction book club. *Reading Teacher, 60*(4), 358-369.

McCormick, S. (2007). *Instructing students who have literacy problems.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Miller, D. (2002). *Teaching comprehension in the primary grades*. Portland, MA: Stenhouse.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment on the scientific research literature on reading and its implications for reading instruction.* Washington, DC: National Institute of Child Health and Human Development.

Read, S. (2005). First and second graders writing informational text. *The Reading Teacher*, *59*(1), 36-44.

Richek, M. A. (2005). Words are wonderful: Interactive, time-efficient strategies to teach meaning vocabulary. *The Reading Teacher*, *58*(5), 414-423.

Robinson, D. R., McKenna, M. C., & Wedman, J. M. (2004). *Issues and trends in literacy education* (3rd ed.). Boston: Pearson Education, Inc.

Spandel, V. (2004). *Creating young writers. Using the six traits to enrich writing process in primary classrooms*. Boston: Pearson Allyn and Bacon.

Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency, and comprehension*. Portsmouth, NH: Heinemann.

Smith, M., Walker, B. J., & Yellin, D. (2004). From phonological awareness to fluency in each lesson. *The Reading Teacher, 58*(3), 302-307.

Tierney, R. J., & Readence, J. E. (2005). *Reading strategies and practices: A compendium*. Boston: Pearson Allyn and Bacon.

Wilson, P., Martens, P., & Arya, P. (2005). Accountability for reading and readers: What the numbers don't tell. *The Reading Teacher*, *58*(7), 622-631.

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

1a. School or College	1b. Division	1c. Department
EA COE	No Division Code	EDTL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
EDEL	A392	N/A	2	(1.5+1.5)

6. Complete Course Title
Elementary Education Seminar I: Culturally Responsive Teaching
Elem Ed Seminar I: CRT
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☒ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Course Number
- ☒ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☒ Co-requisites
- ☐ Registration Restrictions
- ☒ Other Add Special Note (please specify)

9. Repeat Status choose one # of Repeats 0 Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: SP/2012 To: /9999

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.	N/A		
2.			
3.			

Initiator Name (typed): Christine Theno Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 9-19-2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 9-19-2011

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

15. Course Description *(suggested length 20 to 50 words)*
Integrates theoretical knowledge of culturally responsive teaching with elementary classroom experiences. Emphasizes practices in teaching Alaska Natives, English language learners, and other students of diversity in Alaska's elementary classrooms.
Special Note: Requires a 20 hour field experience arranged by the College of Education. Partners may limit registration.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
EDFN A301 or concurrent enrollment	N/A	

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

16e. Registration Restriction(s) *(non-codable)*
Admission to Department of Teaching and Learning

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Eliminate co-requisites to facilitate field placement in a diverse setting. Require EDFN A301 as prerequisite or concurrent enrollment to ensure students have necessary background in theory of language acquisition to meet student outcome related to English language learners.

Initiator (faculty only) Date
Christine Theno
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Education

Date Initiated:	Fall 2011

Information for the Course Action Request

College/School:	EA COE
Department:	EDTL
Course Prefix:	EDEL
Course Number:	A392
Credits:	2.0
Contact Hours:	1.5 + 1.5
Title:	Elementary Education Seminar I: Culturally Responsive Teaching
Grading Basis:	A-F
Implementation Date:	Fall 2012
Course Description:	Integrates theoretical knowledge of culturally responsive teaching with elementary classroom experiences. Emphasizes practices in teaching Alaska Natives, English language learners, and other students of diversity in Alaska's elementary classrooms. Special Note: Requires a 20 hour field experience arranged by College of Education. Partners may limit registration.
Test Scores:	N/A
Prerequisite(s):	EDFN A301 or concurrent enrollment
Corequisite(s):	N/A
Registration Restrictions:	Admission to Department of Teaching and Learning
Course Fee:	No

III. Instructional Goals and Student Outcomes

A. Instructional Goals

The instructor will:

1.	Facilitate student's exploration of sociocultural autobiography and make connections to teaching in Alaska with emphasis on Alaska Native education, English language learners, and other students of diversity in Alaska.
2.	Provide opportunities for student to develop knowledge, skills, and dispositions for implementing a culturally responsive teaching approach.
3.	Review and extend observation strategies learned in EDEL A205, providing opportunities for student to develop and apply these skills in examining children's learning.
4.	Facilitate student's critical analysis of curriculum, pedagogy, assessments, and learning environment to examine bias, privilege, and sociocultural context of education.
5.	Guide the exploration of methodologies for teaching content to English language learners.

B. Student Outcomes/Assessment Procedures

	Student Outcome Upon successful completion of this course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:	***Standards Met**	**Core Values**
1.	Present sociocultural autobiography explaining implications for teaching in Alaska's sociocultural context using examples from concurrent field experience.	-Autobiography Project -In-class Discussion	ACEI: 3.2, 5.1 ABTS: 3, 8	Inclusiveness and Equity Leadership
2.	Explain culturally responsive teaching in the context of concurrent field experience.	-Written Report -Oral Report -In-class Discussion	ACEI: 3.1, 3.2 ABTS: 2, 3	Inclusiveness and Equity Intellectual Vitality
3.	Integrate observation and listening skills applying different ways of knowing to examine children's learning, drawing from examples in concurrent field experience.	-Reflective journal -In-class Discussion	ACEI: 3.2, 3.5 ABTS: 2, 3, 4, 5, 6	Inclusiveness and Equity Intellectual Vitality
4.	Describe and critique curriculum, pedagogy, assessments, and learning environment with focus on bias, privilege, and using examples from concurrent field experience.	-Oral Report -Written Report -Class Discussion	ACEI: 3.1, 3.2 ABTS: 3, 4, 5, 6	Inclusiveness and Equity Intellectual Vitality
5.	Identify methodologies for teaching	-Lesson Plans	ACEI: 3.2	Inclusiveness

	content to English language learners using examples in concurrent field experience.	with Sheltered Instruction -Observation Protocol (SIOP) or Commitments in Practice	ABTS: 3, 5	and Equity Collaborative Spirit

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards

IV. Course Level Justification

This course builds on previous coursework in Arts and Sciences content, education, and child development.

V. Course Outline

1.0 Sociocultural Autobiography
- 1.1 Conceptions of self and other: developing sociocultural consciousness
- 1.2 Sociocultural autobiography
- 1.3 Sociocultural context of education in Alaska
- 1.4 Alaska classroom context: Alaska Natives, English language learners, and other diverse students

2.0 Culturally Responsive Teaching (CRT)
- 2.1 Learning theory and CRT
- 2.2 Teacher attitudes, beliefs and expectations
- 2.3 Learning environment
- 2.4 Curriculum
- 2.5 Pedagogy
- 2.6 Assessment

3.0 Listening and Observation: Diverse Ways of Seeing, Knowing, and Interpreting
- 3.1 Listening, observing, and interpreting
- 3.2 Classroom environments
- 3.3 Curriculum
- 3.4 Pedagogy
- 3.5 Assessment

4.0 Learning Environment
- 4.1 Culturally inclusive learning environment
- 4.2 Social relations
- 4.3 Communication

5.0 Curriculum
- 5.1 Conceptions of knowledge: funds of knowledge
- 5.2 Connecting curriculum to families and community
- 5.3 Bias and privilege

5.4 Deficit model: manifestations and alternatives
5.5 Alaska Cultural Standards
5.6 Alaska Content and Performance Standards

6.0 Pedagogy
6.1 Prior knowledge: funds of knowledge
6.2 Engaging and inclusive practices
6.3 Methods for teaching content to English language learners

7.0 Assessment
7.1 Assessment as engendering competence
7.2 Cultural implications of assessments

VI. Suggested Texts

Institute of Social and Economic Research University of Alaska Anchorage (2004). Alaskool.org. Retrieved from http://www.alaskool.org

Alaska Native Knowledge Network University of Alaska Fairbanks. (2011). Retrieved from http://www.ankn.uaf.edu/

Gay, G. (2010). *Culturally responsive teaching: Theory, research, & practice* (2nd ed.). New York: Teachers College Press.

Peregoy, S. F., & Boyle, O. F. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (5th ed.). Boston: Allyn & Bacon.

VII. Bibliography

*Alaska Native Knowledge Network University of Alaska Fairbanks. (1998). *Alaska standards for culturally-responsive schools.* Retrieved from http://ankn.uaf.edu/publications/index.html#standards

Diaz, E., & Flores, B. (2001). Teacher as sociocultural, sociohistorical mediator. In M. Reyes & J. Halcon (Eds.), *The best for our children: Latina/Latino voices in literacy* (pp. 29-47). New York: Teachers College Press.

Ginsberg, M. B., & Wlodkowski, R. J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners.* San Francisco: Jossey-Bass.

Gonzalez, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practice in households, communities, and classrooms*. Mahwah, NJ: Lawrence Erlbaum.

Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher, 32*(5), 19-25.

*Kawagley, A. O. (1995). *A Yupiaq worldview: A pathway to ecology and spirit.* Prospect Heights, IL: Waveland Press.

*Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465-491.

Ladson-Billings, G. (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. *Anthropology and Education, 37*(2), 104-109.

*Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice, 31*(2), 132-141.

*Mitchell, D. C. (1997). *Sold American: The story of Alaska Natives and their land, 1867-1959: The Army to statehood.* Hanover, NH: University Press of New England.

Nieto, S., & Bode, P. (2011). *Affirming diversity* (6th ed.). Boston, MA: Allyn & Bacon.

*Powell, R.R., Zehm, S., & Garcia, J. (1996). *Field experience: Strategies for exploring diversity in schools.* Upper Saddle River, NJ: Prentice Hall.

Salili, F., & Hoosain, R. (Eds.). (2007). *Culture, motivation, and learning: A multicultural perspective*. Charlotte, NC: Information Age Publishing.

Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach.* Albany, NY: State University of New York Press.

* Indicates classic text

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

1a. School or College	1b. Division	1c. Department
EA COE	No Division Code	EDTL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
EDEL	A395	N/A	2	(0+6)

6. Complete Course Title
Elementary Education Practicum I: Literacy & Social Studies
Elem Pract I: Lit/SS
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☒ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: /9999

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.	N/A		
2.			
3.			

Initiator Name (typed): Christine Theno Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 9-19-2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 9-2-2011

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

15. Course Description *(suggested length 20 to 50 words)*
Supervised practicum in a K-6 education facility. Supports development of knowledge and skills in teaching literacy and social studies in elementary classrooms.
Special Note: Field experiences will be arranged and supervised by the College of Education. Partners may limit registration.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
EDFN A301	N/A	EDEL A325, EDEL A327

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

16e. Registration Restriction(s) *(non-codable)*
Admission to Department of Teaching and Learning

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course title and description reflect changes to co-requisite(s). Change in prerequisite in preparation for literacy focus in EDEL A395. Change in co-requisites supports placements in classrooms reflecting standards of Association of Childhood Education International.

Initiator (faculty only) Date
Christine Theno
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Education

Date Initiated:	Fall 2011

Information for the Course Action Request

College/School:	EA COE
Department:	EDTL
Course Prefix:	EDEL
Course Number:	A395
Credits:	2
Contact Hours:	0 + 6
Title:	Elementary Education Practicum I: Literacy & Social Studies
Grading Basis:	P/NP
Implementation Date:	Fall 2012
Course Description:	Supervised practicum in a K-6 education facility. Supports development of knowledge and skills in teaching literacy and social studies in elementary classrooms. Special Note: Field experience will be arranged and supervised by the College of Education. Partners may limit registration.
Test Scores:	N/A
Prerequisite(s):	EDFN A301
Corequisite(s):	EDEL A325, EDEL A327
Registration Restrictions:	Admission to Department of Teaching and Learning
Course Fee:	Yes

III. Instructional Goals and Student Outcomes

A. Instructional Goals

The instructor will observe and provide feedback to practicum student about:

1.	Strategies for establishing an engaging and inclusive learning environment while teaching literacy and social studies to elementary students.
2.	Connecting literacy lessons to elementary students' sociocultural contexts.
3.	Connecting social studies lessons to elementary students' sociocultural contexts.
4.	Instructional strategies that connect to and build on elementary students' funds of knowledge.
5.	A variety of assessment strategies that inform curricular and instructional decisions.

B. Student Outcomes/Assessment Procedures

	Student Outcome Upon successful completion of this course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:	***Standards Met**	**Core Values**
1.	Design, implement, and reflect on strategies for establishing an engaging and inclusive learning environment while teaching literacy.	-Practicum I Evaluation -Reflective Journal	ACEI: 3.2 and 3.4 ABTS: 3, 6	Inclusiveness and Equity Collaborative Spirit
2.	Design, implement, and reflect on strategies for establishing an engaging and inclusive learning environment while teaching social studies.	-Practicum I Evaluation -Reflective Journal	ACEI: 3.2 and 3.4 ABTS: 3, 6	Inclusiveness and Equity Collaborative Spirit
3.	Design, implement, and reflect on literacy lessons that connect to students' sociocultural contexts.	-Practicum I Evaluation -Reflective Journal	ACEI: 2.1, 3.2 ABTS: 3, 5	Inclusiveness and Equity Collaborative Spirit
4.	Design, implement, and reflect on social studies lessons that connect to students' sociocultural contexts.	-Practicum I Evaluation -Reflective Journal	ACEI: 2.4, 3.2 ABTS: 3, 5	Inclusiveness and Equity Collaborative Spirit
5.	Implement a variety of instructional strategies that connect to and build on students' funds of knowledge while teaching literacy and social studies.	-Practicum I Evaluation -Reflective Journal	ACEI: 1.0, 3.2 ABTS: 3, 5	Inclusiveness and Equity Collaborative Spirit
6.	Implement a variety of assessment strategies that inform curricular and instructional decisions while teaching literacy and social studies.	-Practicum I Evaluation -Reflective Journal	ACEI: 4.0 ABTS: 3, 5	Inclusiveness and Equity Collaborative Spirit

* ACEI: Association for Childhood Education International
ABTS: Alaska Beginning Teacher Standards

IV. Course Level Justification

This course builds on previous Arts and Sciences and education coursework in diversity, literacy, and social sciences. It also builds on prior knowledge of child development.

V. Course Outline

Weeks 1-3

1.0 Assignment to Host Schools and Observations
- 1.1 Meet mentor teacher and clinical faculty
- 1.2 Apply observation strategies to become familiar with school and classroom procedures and policies focusing on elementary student diversity
- 1.3 Apply observation strategies to become familiar with mentor's classroom routines, instructional programs and expectations, teaching philosophy and practice
- 1.4 Apply observation strategies to become familiar with the classroom environment facilitated by the mentor and how it supports learning and reflects a culturally responsive model

2.0 Review of Practicum Requirements and Expectations with Mentor
- 2.1 Review expectations for developing proficiencies in culturally responsive teaching
- 2.2 Integrate and plan implementation of assignments from literacy course EDEL A325
- 2.3 Integrate and plan implementation of assignments from the social studies course EDEL A327
- 2.4 Review course objectives
- 2.5 Review course outcomes and assessments
- 2.6 Review school and teacher activity schedule and plan for elementary student participation

Weeks 4-15

3.0 Participate in Classroom and School-Based Activities, as Assigned
- 3.1 Interact with elementary students and classroom personnel
- 3.2 Design, plan and teach literacy and social studies in coordination with mentor and methods class instructors
- 3.3 Co-teach with mentor, as appropriate
- 3.4 Participate in and become familiar with assessment as conducted in the classroom
- 3.5 Discuss all aspects of practicum with mentor teacher on regular basis

3.7 Observe and interact with school-based professionals working with English language learners

4.0 Observe and Practice Classroom Management
- 4.1 Discuss expectations for elementary student behavior with mentor
- 4.2 Discuss and observe mentor's style and plan for classroom management
- 4.3 Assume responsibility for implementing classroom management when teaching literacy and social studies
- 4.4 Discuss challenges with mentor and clinical faculty as appropriate

5.0 Reflect on Teaching Practice, the Development of Interpersonal Skills and Professional Commitments
- 5.1 Reflect weekly with mentor
- 5.2 Practice interpersonal communication strategies when interacting with elementary students, mentor, and other school-based personnel

6.0 Meet with Clinical Faculty for Formative and Summative Assessments
- 6.1 Arrange observation schedule with clinical faculty
- 6.2 Participate in all evaluation requirements
- 6.3 Discuss progress and difficult issues on a regular basis

VI. Suggested Texts

Alaska Department of Education and Early Development. (nd). *Standards for Teachers*. Retrieved from http://www.eed.state.ak.us/standards

Alaska Native Knowledge Network. (nd). *Guidelines for preparing culturally responsive teachers for Alaska's schools*. Retrieved from http://ankn.uaf.edu/publications/teachers.html

Parker, W. C. (2009). *Social studies in elementary education* (13th ed.). Boston, MA: Pearson.

VII. Bibliography

Mastropieri, M. A., & Scruggs, T. E. (2003). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Prentice Hall.

Posner, G. J. (2000). *Field experience: A guide to reflective teaching*. Reading, MA: Longman.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	AJUS Division of Justice	Justice Center

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
JUST	A384	JUST A350	3	(3+0)

6. Complete Course Title
Contemporary Corrections

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☒ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Other Update CCG (please specify)
- ☒ 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/2012 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 11/3/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/3/11

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

15. Course Description *(suggested length 20 to 50 words)*
Reviews current theory, research, and policy in the field of corrections and evaluates the operation of correctional policies using evidence-based standards of effectiveness. Issues analyzed range from contemporary explanations of American punishment policies to evaluating treatment and rehabilitation programs.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[JUST A110 and JUST A200 and JUST A201] with a minimum grade of C	N/A	N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Changing course number to reflect changes in Justice curriculum and updating course content guide

Initiator (faculty only) Date
Ronald Everett
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: **October 2011**

II. Curriculum Action Request

A. School:	College of Health
B. Course Subject:	JUST
C. Course Number:	A384
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Program:	Bachelor of Arts, Justice
G. Course Title:	Contemporary Corrections
H. Grading Basis:	A-F
I. Implementation Date:	Fall/2012
J. Cross-listed:	N/A
K. Course Description:	Reviews current theory, research, and policy in the field of corrections and evaluates the operation of correctional policies using evidence-based standards of effectiveness. Issues analyzed range from contemporary explanations of American punishment policies to evaluating treatment and rehabilitation programs.
L. Course Prerequisites:	[JUST A110 and JUST A200 and JUST A201] with a minimum grade of C
M. Course Co-requisites:	N/A
N. Other Restrictions:	N/A
O. Registration Restrictions:	N/A
P. Course Fees:	No
Q. Course Attribute:	N/A

III. Instructional Goals and Student Outcomes

A. The instructor will:
1. Evaluate the conventional explanations for changes in American penal policies over the past 50 years.
2. Review the history of punishment and corrections.
3. Examine current research on prison and inmate culture and prison operation.
4. Review research on the effectiveness of treatment and rehabilitation programs.
5. Present research on prison systems, correctional staff and administration.

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

Outcomes and Assessment Measures	
Outcomes	**Measures**
1. Analyze competing explanations for changes in American Penal Policy over the past 50 years.	Objective and essay examinations; writing assignments; class discussion
2. Appraise the influence and changes in punishment objectives.	Objective and essay examinations; writing assignments; class discussion
3. Evaluate research on prison and inmate culture and contemporary prison operation.	Objective and essay examinations; writing assignments; class discussion
4. Analyze the effectiveness of treatment and rehabilitation programs.	Objective and essay examinations; writing assignments; class discussion
5. Assess research on correctional staff and prison administration.	Objective and essay examinations; writing assignments; class discussion

IV. Course Level Justification

This course is one of the core courses analyzing the different institutions and functions of the American justice system building on the foundation concepts and knowledge acquired by the students in the prerequisite course Justice 110. The course lectures and readings assume that students have a solid understanding of justice system structure and operation.

V. Topical Course Outline

A. Explanations of American Punishment Policies
   1. Paranoid Style in American Politics
   2. Protestant Fundamentalism and Intolerance
   3. Constitutional Structure
   4. History of Race Relations

B. Philosophical and Ideological Underpinnings
   1. The Origins of Punishment
   2. The Objectives of Punishment
   3. The Development of the Prison
   4. Sentencing and Punishment

C. Research on Prison Operation
   1. Classification and Inmate Adjustment
   2. Prison Culture and Environment
   3. Supermax Prisons
   4. Privatization

D. History and Research on the Inmate Subculture
   1. Total Institutions and Prisonization
   2. Importation and the Pains of Imprisonment
   3. Gangs
   4. Race and Ethnicity

E. Treatment Programming and Rehabilitation Research
   1. The Rise and Fall of Rehabilitation
   2. Theoretical Models of Rehabilitation
   3. Different Offender Populations
   4. Treatment Approaches

F. Corrections Staff and Administration
   1. Prison Staff Management
   2. Prison Systems and Organization
   3. Legal Issues
   4. Custody and Treatment

VI. Suggested Texts

Latessa, E. J., & Holsinger, E. J. (Eds.). (2006). *Correctional contexts: Contemporary and classical readings* (3rd ed.). Los Angeles, CA: Roxbury.

Stohr, M., Walsh, A., & Hemmerns, G. (Eds.). (2009). *Corrections*. Los Angeles, CA: Sage.

VII. Bibliography

Bosworth, M. (2010). *Explaining U.S. imprisonment*. Los Angeles, CA: Sage.

Carceral, K., & Bernard, T. J. (Eds.). (2006). *Prison, Inc.: A convict exposes life inside a private prison*. New York, NY: New York University Press.

Crawley, E. (2004). *Doing prison work: The public and private lives of prison officers*. Portland, OR: Willan.

Gottschalk, M. (2006). *The prison and the gallows: The politics of mass incarceration in America*. New York, NY: Cambridge University Press.

Irwin, J. (2005). *The warehouse prison: Disposal of the new dangerous class*. Los Angeles, CA: Roxbury.

MacKenzie, D. L. (2006). *What works in corrections*. New York, NY: Cambridge University Press.

Pratt, T. C. (2009). *Addicted to incarceration: Corrections policy and the politics of misinformation in the United States*. Los Angeles, CA: Sage.

Santos, M. G. (2006). *Inside: Life behind bars in America*. New York, NY: St. Martin's Griffin.

Tewksbury, R., & Dabney, D. (Eds.). (2009). *Prisons and jails*. Boston, MA: McGraw- Hill.

Tonry, M. (Ed.). (2004). *The future of imprisonment*. New York, NY: Oxford University Press.

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ES	A341	N/A	3	(3+0)

6. Complete Course Title
Fluid Mechanics

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: 99/9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering, BS	234	9/30/2011	Osama Abaza
2. Bachelor of Science, Mechanical Engineering	238	9/30/2011	Jeffery Hoffman
3. General Engineering Minor, Electrical Engineering Minor	243	9/30/2011	Osama Abaza, Jeffery Hoffman

Initiator Name (typed): Aaron Dotson Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 10/21/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/2011

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

15. Course Description *(suggested length 20 to 50 words)*
Introduction to physical properties and behavior of fluids. Topics include hydrostatics and dynamics of liquids and gases, dimensional analysis, fluid forces on immersed bodies, pipe flow, fluid machinery, and open channel flow.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[ES A209 with minimum grade "C"] and [ES A302 with minimum grade "C" or concurrent enrollment]	N/A	N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Prerequisites are updated to ensure student preparedness.

Initiator (faculty only) Date
Aaron D. Dotson
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITYOF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

Date: 9/30/2011

Department: Civil Engineering

Course Prefix, Number, and Title: ES A341 Fluid Mechanics

I. **Course Description**
Introduction to physical properties and behavior of fluids. Topics include hydrostatics and dynamics of liquids and gases, dimensional analysis, fluid forces on immersed bodies, pipe flow, fluid machinery, and open channel flow.

II. **Course Design**

A. **Fundamental intent**: The course is designed to fit into a continuous curriculum of undergraduate education in either civil or mechanical engineering, building on prior education in mathematics and applied physics typical of ABET-accredited Bachelor of Science degree programs.

B. **Number of Credits**: Three (3)

C. **Course schedule:** Standard semester timeframe.

D. **Lecture hours/week:** Three (3) hours /week

E. **Total time of work expected outside of class**: Six (6) hours/week.

F. **Programs that require this course**: BS Civil Engineering and BS Mechanical Engineering, Minor in General Engineering

G. **Grading**: A-F

H. **Coordination with affected units**: UAA list serve.

I. **Justification for action**: Prerequisites are updated to ensure student preparedness

J. **Prerequisites**: [ES A209 with minimum grade "C"] and [ES A302 with minimum grade "C" or concurrent enrollment]

K. **Registration Restrictions**: N/A

L. **Course level justification**: This course requires prerequisite knowledge from courses typically completed in the sophomore year of ABET-accredited engineering degree programs.

III. Course Outline

A. Introduction
1. Course organization and expectations
2. Review of units of measure
3. Basic fluid properties

B. Fluid Statics
1. Principles governing pressure in a fluid at rest
2. Measurement of pressure
3. Hydrostatic forces
4. Buoyancy, flotation, and stability

C. Elementary Fluid Dynamics
1. Equations of fluid motion
2. Bernoulli equation and applications

D. Fluid Kinematics
1. Velocity fields
2. Acceleration fields
3. Reynolds transport theorem and applications

E. Finite Control Volume Analysis
1. Review conservation of mass, linear momentum, and moment of momentum
2. Review the first law of thermodynamics and applications to fluid behavior
3. Irreversible flow

F. Similitude, Dimensional Analysis, and Modeling
1. Buckingham Pi Theorem
2. Common dimensionless parameters for fluid mechanics
3. Correlation of experimental data
4. Typical model studies

G. Pipe flow
1. General characteristics
2. Laminar flow
3. Turbulent flow

H. Turbomachines
1. General characteristics
2. Pump performance
3. System characteristics

I. Flow over Immersed Bodies
1. Boundary layers

2. Drag
3. Lift

J. Introduction to Open Channel Flow

1. General characteristics and governing equations
2. Uniform flow
3. Gradually varied flow
4. Non-uniform flow

K. Other topics of current importance related to fluid mechanics as time permits

IV. **Course Activities**

Conventional lectures are supplemented by reading assignments in the required text, handouts, Internet web pages, and other references. Practical problems are assigned and solutions are graded, annotated, returned, and reviewed in class.

V. **Instructional Goals**

A. **Instructional Goals**

Provide engineering students with a working knowledge of properties and behavior of fluids sufficient to solve common practical engineering problems involving liquids and gases, including those encountered on examinations for Professional Engineering license, and as a basis for advanced courses requiring this knowledge.

VI. **Student Outcome & Course Evaluation**:

Student Outcomes	Evaluation
Introduction: Students are conversant with British and SI (metric) units of measure, and are able to solve elementary problems dealing with the ideal gas law, viscosity, vapor pressure, and surface tension.	Homework assignments, quizzes, and mid-term and final exams
Fluid Statics: Students can solve practical problems involving manometers and other pressure-measuring devices, static fluid pressures and forces on immersed surfaces, and Archimedes' Principle of buoyancy.	Homework assignments, quizzes, and mid-term and final exams
Elementary Fluid Dynamics: Students are able to solve basic practical problems with applications of the Bernoulli Equation involving streamlines, jets, and energy and hydraulic grade lines.	Homework assignments, quizzes, and mid-term and final exams

Fluid Kinematics: Students can apply Eulerian and Lagrangian descriptions of velocity fields and basic characteristics of steady and unsteady flows. Students are able to solve elementary practical problems involving the impulse-momentum method.	Homework assignments, quizzes, and mid-term and final exams
Similitude, Dimensional Analysis, and Modeling: The principles and applications of the Buckingham Pi Theorem and common dimensionless fluids parameters are applied by students. Students are practiced in solving problems related to scale modeling of hydraulic engineering works.	Homework assignments, quizzes, and mid-term and final exams
Pipe flow: Students are able to solve practical problems involving laminar and turbulent flow in conduits and pipes.	Homework assignments, quizzes, and mid-term and final exams
Turbomachines: Students are able to solve practical problems involving pumps and turbines in basic fluid conveyance systems.	Homework assignments, quizzes, and mid-term and final exams
Flow over Immersed Bodies: Students are able to solve practical problems involving lift and drag on immersed bodies.	Homework assignments, quizzes, and mid-term and final exams
Introduction to Open Channel Flow: Students are able to apply fundamental principles and practical conventions of flow in open channels and are able to solve elementary problems of this type.	Homework assignments, quizzes, and mid-term and final exams

VII. **Suggested Text**:
Munson, B.R., Young, D.F., Okiishi, T.H., (2009). *Fundamentals of Fluid Mechanics*, Wiley & Sons.

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ES	A341L	N/A	1	(0+3)

6. Complete Course Title
Fluid Mechanics Laboratory

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2012 To: 99/9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering, BS	234	9/30/2011	Osama Abaza
2. Bachelor of Science, Engineering	238	9/30/2011	Jeffery Hoffman
3. Minor Mechanical Engineering	243	9/30/2011	Jeffery Hoffman

Initiator Name (typed): Aaron Dotson Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/2011

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

15. Course Description *(suggested length 20 to 50 words)*
Provides supplemental explanation and practical exercises applying physical properties and behavious of fluids, including hydrostatics, fluid forces, pipe flow, fluid machinery, and open channel flow.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ES A341 with minimum grade C or concurrent enrollment	N/A	N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
CCG updated.

Initiator (faculty only) Date
Aaron D. Dotson
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

Date: 09/30/2011 REVISED

Department: Civil Engineering

Course Prefix, Number, and Title: ES A341L Fluid Mechanics Laboratory

I. Course Description

Provides supplemental explanation and practical exercises applying physical properties and behavior of fluids, including hydrostatics, fluid forces, pipe flow, fluid machinery, and open channel flow.

II. Course Design

A. **Course intent**:

This course is designed to supplement a lecture course in theory and practice of fluid mechanics, such as ES A341 Fluid Mechanics, typical of similar courses in ABET-accredited Bachelor of Science in civil and mechanical engineering degree programs.

B. **Number of Credits**: One (1)

C. **Course schedule:** Standard semester timeframe.

D. **Laboratory hours/week**: Three (3) hours/week

E. **Total time of work expected outside of class**: Three (3) hours/week.

F. **Programs that require this course**: BS Civil Engineering and BS Engineering (Mechanical Engineering track).

G. **Grading**: A-F

H. **Coordination with affected units**: UAA list serve.

I. **Justification for action**: Updating CCG to support changes associated with ES A341.

J. **Prerequisites:** ES A341 (with grade C or better) or concurrent enrollment

K. **Registration Restrictions**:

L. **Course level justification**: This course requires prerequisite knowledge from courses typically completed in the sophomore year of ABET-accredited engineering degree programs.

III. Laboratory Exercises

A. Fluid Properties

1. Measurement of viscosity
2. Measurement of temperature
3. Measurement of density and specific weight

B. Fluid Statics

1. Measurement of pressure
2. Measurement of hydrostatic forces
3. Measurement of buoyancy

C. Elementary Fluid Dynamics

1. Measurement of static and dynamic pressure in moving fluids
2. Measurement of volumetric flow
3. Measurement of frictional energy losses

D. Fluid Kinematics

1. Measurement of fluid velocity
2. Measurement of forces due to fluid motion
3. Measurement of fluid power and related fluid machinery variables such as torque and rotational speed

E. Similitude, Dimensional Analysis, and Modeling

1. Conduct simple hydraulic scale model studies with application of similitude principles

F. Introduction to Open Channel Flow

1. Measurement of parameters in open channel flow
2. Measurement of hydraulic jumps and associated transitions from supercritical to subcritical flow

IV. Instructional Goals and Student Outcomes

A. Instructional Goals

Provide engineering students with a working knowledge of properties and behavior of fluids sufficient to conduct elementary laboratory experiments and to accomplish ordinary measurements of fluid properties and behavior with instruments and devices commonly used for these purposes.

B. Student Outcomes

1. Students are conversant with British and SI (metric) units of measure, and are able to accomplish elementary measurements of fluid properties such a density, specific weight, and viscosity.

2. Students are able to accomplish elementary measurements of involving manometers and other pressure-measuring devices, static fluid pressures and forces on immersed surfaces, and Archimedes' Principle of buoyancy.

4. Students are able to accomplish elementary measurements of static and dynamic pressure in moving fluids, volumetric flow, and frictional energy losses

5. Students are able to accomplish elementary measurements of fluid velocity, of forces due to fluid motion, and fluid power and related fluid machinery variables such as torque and rotational speed.

6. Students are able to conduct simple hydraulic scale model studies with application of similitude principles

7. Students are able to measure basic parameters of open channel flow, of hydraulic jumps and associated transitions from supercritical to subcritical flow.

8. Students are able to accomplish numerical and statistical analyses of fluid property and behavior measurements with comparison to predictions based on theory and to present graphical and tabular results with accompanying narrative explanation in a modern professional manner.

V. **Course Activities**

Supervised laboratory sessions begin with review of applicable theory, explanation and demonstration of instrumentation and equipment, and review of expectations regarding the exercise at hand. Supplemental guidance is provided for appropriate analysis and documentation in the form of a written laboratory report. Students conduct experiments in groups sharing raw measurements. Analyses and preparation of laboratory reports are individually accomplished.

VI. **Course Evaluation**:

Student outcomes are evaluated on the basis of individually prepared and submitted laboratory reports.

VII. **Suggested Text**:

Munson, B.R., Young, D.F., Okiishi, T.H., (2009). *Fundamentals of Fluid Mechanics*, Wiley & Sons.

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A 414	N/A	3	(3+0)

6. Complete Course Title
Soil Strength and Slope Stability
Soil Strength Slope Stability
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: /

12. ☐ Cross Listed with _____
☒ Stacked with CE A614
Signature Cross-Listed Coordination

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering, BS	Courtsey Coordination		Osama Abaza
2.			
3.			

Initiator Name (typed): Z. Joey Yang Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/2011

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

15. Course Description *(suggested length 20 to 50 words)*
Advanced knowledge of soil shear strength properties; analysis of slope stability, including seismic stability and design of slope stabilization; case histories study and applications to cold regions engineering problems

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
CE A435 with minimum grade of C	N/A	N/A

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

16e. Registration Restriction(s) *(non-codable)*
Undergraduate senior in civil engineering, or instructor permission

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course has been taught as a temporary course to the CE Graduate students. The content of the course will also enrich senior civil engineer undergraduate students with advanced knowledge in dealing with slope stability in engineering problems,

Initiator (faculty only) Date
Z. Joey Yang
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

COURSE CONTENT GUIDE

UNIVERSITY OF ALASKA ANCHORAGE, SCHOOL OF ENGINEERING

I. Date Initiated: September 23, 2011

II. Course Information

College:	School of Engineering
Department:	CE
Course Prefix:	CE
Course Number:	A414
Credits:	Three (3)
Title:	Soil Strength and Slope Stability
Grading basis:	A-F
Implementation date:	Fall 2012
Cross listing:	None
Stacking:	Yes, CE A614
Course Description:	Advanced knowledge of shear strengths of soils; analysis of slope stability, including seismic stability and design of slope stabilization; case histories study and applications to cold regions engineering problems.
Course prerequisites:	CE A435 with minimum grade C
Registration	
Restrictions:	Undergraduate senior in CE, or instructor permission
Course fees:	Yes

III. Instructional Goals, Student Outcomes and Assessment Procedures

A. Instructional Goals

The instructor will:

a. Present an advanced knowledge of soil strength properties in slope stability analyses.
b. Discuss the characterization of the shear strength of cohesionless and cohesive soils.
c. Explain various limit equilibrium analysis procedures.
d. Describe slope stability analysis conditions.
e. Demonstrate stability analysis software for natural as well as man-made slopes.

f. Discuss issues related to seismic slope stability analysis.
g. Present engineering measures for slope stabilization and repair.
h. Discuss slope stability problems related to cold regions engineering.

B. **Student Outcomes/Assessment Procedures**

Student Outcomes Students will be able to:	Assessment Method
a. Characterize shear strengths for cohesionless and cohesive soils	Written assignments
b. Perform stability analysis of natural and man-made slopes at various conditions under static loadings	Written assignments and class discussions
c. Perform stability analysis for natural and man-made slopes under seismic loadings	Written assignments and term project presentation and written report
d. Design engineering measures for slope stabilization and repair	Class discussions
e. Analyze and solve complex slope stability related problems in cold regions engineering	Class discussions

IV. Course level justification:

a. Lectures, multimedia presentations, and required reading will include advanced scientific and engineering topics that require for correct interpretation a background in math and science equivalent to that of bachelor degree programs in engineering.

b. Students in the course analyze measured data and evaluate analytical models to solve problems typical of advanced engineering and applied science research and practice.

V. Course Outline

a. Introduction to Slope Stability Studies
b. Representation of Strength in Slope Stability Analyses
    i. Drained and undrained conditions
    ii. Total and effective stresses
    iii. Drained and undrained shear strengths
c. Shear strengths of soils and municipal solid waste
    i. Characterizing cohesionless soils
    ii. Characterizing saturated clays
    iii. Municipal solid waste

d. Mechanics of limit equilibrium procedures
    i. Infinite slopes
    ii. Procedures of slices
    iii. Circular or wedge failure surfaces
e. Methods of analyzing slope stabilities
    i. Chart solutions
    ii. Spreadsheet solutions
    iii. Computer programs
f. Stability conditions for analyses
    i. End-of-construction stability
    ii. Long-term stability
    iii. Staged construction
    iv. Rapid drawdown
g. Seismic slope stability
    i. Analysis procedures
    ii. Determining peak accelerations
    iii. Shear strength for pseudo-static analyses
h. Slope stabilization
    i. Factors governing selection of method of stabilization
    ii. Drainage
    iii. Excavations and buttress fills
    iv. Retaining structures
    v. Reinforcing piles and drilled shafts
    vi. Other methods
i. Other slope stability related topics for cold regions engineering

VI. Course Activities

a. Class meetings consist of lectures, multimedia presentations, discussions, and field trips.

b. Students are assigned required reading and homework problems to analyze measured data and evaluate analytical solution models.

VII. Suggested Text:

Duncan, J.M. and Wright, S.G. (2005). *Soil Strength and Slope Stability.* John Wiley & Sons, Inc., ISBN: 0-471-69163-1. (Required)

VIII. Bibliography:

A. **Books and Papers**:

a. Abramson, L.W., Lee, T.S., Sharma, S. and Boyce, G.M. (2002). *Slope Stability and Stabilization Methods*, 2nd Edition. ISBN: 978-0-471-38493-9.
b. Cornforth, D. (2005). *Landslides in Practice: Investigation, Analysis, and Remedial/Preventative Options in Soils*, ISBN: 978-0-471-67816-8.

c. Duncan, J.M., Wright, S.G., and Wong, K.S. (1990). *Slope stability during rapid drawdown,* H. Bolton Seed Memorial Symposium Proceedings, Vol. 2 May.
d. Kulhawy, F.H. and Mayne, P.W. (1990). Manual on Estimating Soil Properties for Foundation Design. EPRI Report EL-6800, August.
e. Ladd, C.C. (1991). "Stability evaluation during staged construction." ASCE Journal of Geotechnical Engineering, 117(4).
f. Wright, S.G. (2002). UTEXAS4, *A Computer Program for Slope Stability Calculations*. Shinoak Software, Austin, TX. http://www.shinoak.com/.

B. **Professional Journals**:
a. ASCE Journal of Geotechnical and Geoenvironmental Engineering
b. Geotechnique
c. Canadian Geotechnical Journal
d. Soils and Foundations

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A441	N/A	3	(3+0)

6. Complete Course Title
Fundamentals of Environmental Engineering and Applied Environmental Science
Funda Env Eng & App Env Sci
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☒ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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 /2012 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with AEST A641
Signature Cross-Listed Coordination

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering, BS	233-235	9/30/2011	Osama Abaza
2.			
3.			

Initiator Name (typed): Aaron D. Dotson Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/2011

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

15. Course Description *(suggested length 20 to 50 words)*
Introduction to the fundamental theory, analysis and regulations of environemtal engineering and applied environmental science. Topics include, environmental chemistry, drinking water and wastewater treatment, air pollution and solid waste management.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[CHEM A106, CHEM A106L and MATH A200] with a minimumn grade of "C"	N/A	N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Updated content and prerequistes per ABET required updates to Civil Engineering program.

Initiator (faculty only) Date
Aaron D. Dotson
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

Date: 10/1/2011 REVISED

Department: Civil Engineering

Course Prefix, Number, and Title: CE A441 Fundamentals of Environmental Engineering and Applied Environmental Science

I. Course Description

Introduction to the fundamental theory, analysis and regulations of environmental engineering and applied environmental science. Topics include environmental chemistry, drinking water and wastewater treatment, air pollution, and solid waste management.

II. Course Design

A. **Fundamental intent**: This course will give students basic knowledge in the expansive field of environmental engineering with a focus on engineered systems and applied environmental science. Topics include drinking water and wastewater treatment and air pollution. This course will prepare Civil Engineering students to evaluate the need for treatment and to select appropriate systems for environmental pollution control and protection of human health.

B. **Number of Credits**: Three (3)

C. **Course schedule**: Standard semester timeframe.

D. **Lecture hours/week**: Three (3)

E. **Laboratory hours/week**: None

F. **Total time of work expected outside of class**: Six (6) hours/week.

G. **Programs that require this course**: BS Civil Engineering

H. **Grading**: A-F

I. **Coordination with affected units**: UAA list serve.

J. **Justification for action**: Updated content and prerequisites per ABET required updates to Civil Engineering program.

K. **Prerequisites: [**CHEM A106 and CHEM A106L and MATH 200] with a minimum grade of C.

L. **Registration Restrictions**: None.

M. **Course level justification*:*** The course requires prerequisite knowledge in chemistry and calculus. Further engineering background is required to apply basic fundamental sciences in real-world situations as typically gained during the third year of a typical ABET accredited Civil Engineering program.

III. Course Outline

A. Environmental Chemistry and Engineering Calculations
B. Material and Energy Balances
C. Ecosystems
D. Risk Perception and Assessment
E. Hydrology
F. Water Quality
G. Water Supply and Treatment
H. Wastewater Treatment
I. Air Pollution
J. Solid Waste
K. Hazardous Waste

IV. Instructional Goals and Student Outcomes

a. **Instructional Goals:**
The instructor will provide the student:
1. an overall technical understanding of global aspects of environmental pollution and its evaluation, contro1 and management in the areas of water, wastewater, air, solid waste and hazardous waste;
2. a comprehensive knowledge of the basic unit processes and operations that are available for treatment of drinking water and mitigation of environmental effects of a variety of waste streams;
3. an ability to evaluate the need for and applicability of unit processes and operations, including fundamental design concepts, leading to engineered systems for water, wastewater, air, hazardous waste and solid waste treatment systems;
4. knowledge enabling identification of specific data requirements for description of environmental quality problems leading to development of control strategies and the analysis of associated experimental data;

b. **Student Outcomes**:
Upon successful completion of this course, students will be able to:

1. evaluate global environmental concerns and interactions in the areas of water, wastewater, air, hazardous waste, and solid waste collection, and treatment disposal;
2. apply engineering and scientific principles necessary to assess the degree of mitigation required regarding common environmental pollution problems;
3. apply a broad range of treatment processes and operations for the control of water, wastewater, air pollution, hazardous and solid waste preparatory for subsequent training in process design;
4. evaluate the need for and applicability of unit processes and operations leading to engineered systems for water, wastewater, air, hazardous waste and solid waste treatment systems; and
5. identify specific data requirements for description of environmental quality problems leading to development control strategies.

V. Course Activities

Class sessions consist of lectures. Assignments are made to allow students to learn by application of the principles taught in the course. Exams and other measurement methodology are administered to assess the abilities of the students to apply principles presented in the course.

VI. Course Evaluation:

Outcomes	Measures
Evaluate global environmental concerns and interactions in the areas of water, wastewater, air, hazardous waste, and solid waste collection, and treatment disposal.	Homework assignments, quizzes, and mid-term and final exams
Apply engineering and scientific principles necessary to assess the degree of mitigation required regarding common environmental pollution problems.	Homework assignments, quizzes, and mid-term and final exams
Apply a broad range of treatment processes and operations for the control of water, wastewater, air pollution, hazardous and solid waste preparatory for subsequent training in process design.	Homework assignments, quizzes, and mid-term and final exams
Evaluate the need for and applicability of unit processes and operations leading to engineered systems for water, wastewater, air, hazardous waste and solid waste treatment systems.	Homework assignments, quizzes, and mid-term and final exams
Identify specific data requirements for description of environmental quality problems leading to development control strategies.	Homework assignments, quizzes, and mid-term and final exams

VII. **Suggested Text**:

Davis, M.L. & Masten, S.L. 2009. *Principals of Environmental Engineering and Science.* McGraw-Hill, Boston.

VIII. **Bibliography**:

Masters, D. & Ela, W., (2007). *Introduction to Environmental Engineering and Science* Prentice Hall, Upper Saddle River, NJ.

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A442	N/A	3	(3+0)

6. Complete Course Title
Environmental Systems Design

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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 /2012 To: 99/9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering, BS	233	9/30/2011	Osama Abaza
2.			
3.			

Initiator Name (typed): Aaron D. Dotson Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 10/21/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/11

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

15. Course Description *(suggested length 20 to 50 words)*
Design of systems commonly used in environmental engineering practice with an emphasis on water and wastewater treatment. Design of unit processes and operations will be performed for both potable water and wastewater treatment. Selection of system components, design and performance calculations, and complete engineering reports are required.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
[CE A441 and ES A341] with minimum grade C	N/A	N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Updated prerequisites, and description per ABET required updates to Civil Engineering program. This class is now required as part of the BS-CE curriculum.

Initiator (faculty only) Date
Aaron D. Dotson
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

Date: 10/24/2011 REVISED

Department: Civil Engineering

Course Prefix, Number, and Title: CE A442 Environmental Systems Design

I. Course Description

Design of systems commonly used in environmental engineering practice with an emphasis on water and wastewater treatment. Design of unit processes and operations will be performed for both potable water and wastewater treatment. Selection of system components, design and performance calculations, and complete engineering reports are required.

II. Course Design

A. **Fundamental intent**: This course will present students with basic design knowledge and experience required for the design of water and wastewater treatment unit processes and their arrangement in systematic design of treatment works.

B. **Number of Credits**: Three (3)

C. **Course schedule**: Standard semester

D. **Lecture hours/week**: Three (3)

E. **Laboratory hours/week**: None

F. **Total time of work expected outside of class**: A minimum of six (6) hours/week. No maximum recommendation is made.

G. **Programs that require this course**: Required for BS Civil Engineering

H. **Grading**: A-F

I. **Coordination with affected units**: UAA list serve.

J. **Justification for action**: Updated prerequisites, and description per ABET required updates to Civil Engineering program. This class is now required as part of the BS-CE curriculum.

K. **Prerequisites:** [CE A441 and ES A341] with minimum grade C.

L. **Registration Restrictions**: None.

M. **Course level justification*:*** The course requires prerequisite knowledge in chemistry and calculus. Further background is required to apply basic fundamental sciences in real-world situations as typically gained during the third year of a typical ABET accredited Civil Engineering program.

III. Course Outline

A. Introduction
   a. Historical background
   b. Basic principals of design
   c. Unit processes
B. Mass Balances and Reactors
   a. Mass balance principals
   b. Types of reactors
   c. Use of reactors in design
C. Stoichiometry and Kinetics Principles
   a. Stoichiometry of reactions
   b. Reaction rates and their application
   c. Evaluation of rate data
   d. Use of reaction rates in design
D. Chemical and Biological Fundamentals
   a. pH and alkalinity
   b. Oxygen demand
   c. Partitioning coefficients
   d. Mass transfer fundamentals
   e. Pumps and pump scheduling
   f. Disinfection
E. Physical-Chemical Treatment Processes
   a. Sedimentation
   b. Oxygen transfer
   c. Filtration
   d. Coagulation and softening
F. Biological Treatment Processes
   a. Activated sludge systems
   b. Biofilm systems for wastewater
   c. Biotechnologies for remediation

IV. Instructional Goals and Student Outcomes

a. **Instructional Goals:**
   The instructor will provide the student the ability to:

1. understand the basic unit processes and operations that are available for treatment of drinking water and wastewater including mitigation of environmental impacts upon discharge
2. evaluate the need for and applicability of unit processes and operations, including fundamental design, leading to engineered systems far water and wastewater
3. identify data required evaluation of water and wastewater treatment requirements
4. develop analytical and control strategies including design of generation of pertinent design data
5. assemble multiple unit process is in a systematic approach to treatment of water and wastewater treatment

b. **Student Outcomes**:

Upon successful completion of this course, students will be able to:

1. evaluate basic unit processes and operations leading to selection of systems that address water and wastewater treatment requirements
2. apply engineering and scientific principles necessary to assess performance criteria associated with unit processes and operations
3. apply a broad range of treatment processes and operations for the control of water, wastewater processes and operations preparatory for subsequent application in design of integrated systems;
4. evaluate the need for and applicability of unit processes and operations required for design of engineered systems for water and wastewater treatment
5. identify data requirements required for design and implementation fo development treatment systems for water and wastewater

V. **Course Activities**

Class sessions consist of lectures. Assignments are made to allow students to learn by application of the principles taught in the course. Exams and other measurement instruments are administered to assess the abilities of the students to apply principles presented in the course. A semester length design project will be completed

VI. **Course Evaluation**:

Outcomes	Measures
An ability to evaluate basic unit processes and operations leading to selection of systems that address water and wastewater treatment requirements	Homework assignments, mid-term, final exams, and a semester length design project
The ability to apply engineering and scientific principles necessary to assess performance criteria associated with unit processes and operations	Homework assignments, mid-term, final exams, and a semester length design project

The ability to apply a broad range of treatment processes and operations for the control of water, wastewater processes and operations preparatory for subsequent application in design of integrated systems;	Homework assignments, mid-term, final exams, and a semester length design project
An ability to evaluate the need for and applicability of unit processes and operations required for design of engineered systems for water and wastewater treatment	Homework assignments, mid-term, final exams, and a semester length design project
An ability to identify data requirements required for design and implementation for development treatment systems for water and wastewater.	Homework assignments, mid-term, final exams, and a semester length design project

VII. **Suggested Text**:

Davis, M.L. 2010. *Water and Wastewater Engineering: Design principles and Practice*. McGraw-Hill, Boston.

VIII. **Bibliography**:

A. Grady, C.P. and H.C. Lim. 1999. *Biological Wastewater Treatment*. 2nd Ed. Marcel Dekker, New York.
B. Hendricks, D. 2011. *Fundamentals of Water Treatment Processes.* CRC Press, Boca Raton, Florida.

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A445	N/A	3	(3+0)

6. Complete Course Title
Chemical and Physical Water and Wastewater Treatment Processes
Chem & Phy W/WW Treat Proc
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with CE A645
Signature Cross-Listed Coordination

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. BS Civil Engineering	courtsey coordination	10/1/2011	Osama Abaza
2. MS Civil Engineering	courtsey coordination	10/1/2011	Osama Abaza
3.			

Initiator Name (typed): Aaron D. Dotson Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/2011

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

15. Course Description *(suggested length 20 to 50 words)*
The theory and design of chemical and physical unit processes utilized in the treatment of water and wastewater. Advanced theory of common unit processes including sedimentation, flotation, precipitation, disinfection, filtration and aeration will be explored in association with current peer-reviewed literature. Appropriate design considerations will be evaluated.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
CE A442 with minimum grade C	N/A	N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Listed previously as a technical elective for BSCE, now stacked as an undergraduate course.

Initiator (faculty only) Date
Aaron D. Dotson
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

Date: 09/30/2011 REVISED

Department: Civil Engineering

Course Prefix, Number, and Title: CE A445 Chemical and Physical Water and Wastewater Treatment Processes

I. Course Description

The theory and design of chemical and physical unit processes utilized in the treatment of water and wastewater. Advanced theory of common unit processes including sedimentation, flotation, precipitation, disinfection, filtration and aeration will be explored in association with current peer-reviewed literature. Appropriate design considerations will be evaluated.

II. Course Design

A. **Fundamental intent**: This course will explore advanced theory associated with the chemical and physical treatment of water and wastewater. The course will prepare the student to evaluate and design water and wastewater treatment systems capable of producing high-quality water to protect to human health.

B. **Number of Credits**: Three (3)

C. **Course schedule**: Standard semester timeframe.

D. **Lecture hours/week**: Three (3)

E. **Laboratory hours/week**: None

F. **Total time of work expected outside of class**: Six (6) hours/week.

G. **Programs that require this course**: Technical Elective for BSCE and elective course for graduate degrees in Civil Engineering and Applied Environmental Science & Technology.

H. **Grading**: A-F

I. **Coordination with affected units**: UAA list serve.

J. **Justification for action**: Updated content, course number and stacked as CE A445 as course is an undergraduate technical elective.

K. **Prerequisites:** CE A442 with a minimum grade C

L. **Registration Restrictions**: None.

M. **Course level justification*:*** The course requires prerequisite knowledge environmental engineering specifically integration of basic sciences with engineered technologies.

III. Course Outline

A. Fundamentals of Process Design
B. Coagulation
C. Flocculation
D. Filtration
E. Disinfection
F. Aeration

IV. Instructional Goals and Student Outcomes

a. **Instructional Goals:**
The instructor will:
1. promote the ability to evaluate chemical and physical unit processes;
2. enhance the ability to perform calculation necessary for unit process design; and
3. engender an appreciation for the history of the topic and current state of the art.

b. **Student Outcomes**:
Upon successful completion of this course, students will be able to:
1. evaluate the function of modern chemical and physical unit processes for water and wastewater treatment;
2. perform preliminary engineering design and analysis calculation for individual physical/chemical unit processes and entire water/wastewater treatment streams;
3. effectively communicate technical information regard unit processes with water/wastewater professionals; and

V. Course Activities

Class sessions consist of lectures. Assignments are made to allow students to learn by application of the principles taught in the course. Exams and other measurement instruments are administered to assess the abilities of the students to apply principles presented in the course.

VI. **Course Evaluation**:

Outcomes	Measures
Evaluate the function of modern chemical and physical unit processes for water and wastewater treatment	Homework assignments, quizzes, and mid-term and final exams
Perform preliminary engineering design and analysis calculation for individual physical/chemical unit processes and entire water/wastewater treatment streams	Homework assignments, quizzes, and mid-term and final exams
Effectively communicate technical information regard unit processes with water/wastewater professionals.	Homework assignments, quizzes, and mid-term and final exams

VII. **Suggested Text**:

Edzwald, J.K. 2009. *Water Quality & Treatment: A Handbook on Drinking Water*. McGraw-Hill Professional. Boston, MA

VIII. **Bibliography**:

A. Crittenden, J. 2005. *Water Treatment Principals and Design.* Wiley.
B. Kawamura, S. 2000. *Integrated Design and Operation of Water Treatment Facilities.* Wiley.
C. Metcalf & Eddy. 2004. *Wastewater Engineering: Treatment and Reuse*. McGraw-Hill Professional. Boston, MA

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A446	N/A	3	(3+0)

6. Complete Course Title
Biological Treatment Processes

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with CE A646
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. BS Civil Engineering	Courtsey Coordiantion	10/1/2011	Osama Abaza
2.			
3.			

Initiator Name (typed): Aaron Dotson Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/2011

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

15. Course Description *(suggested length 20 to 50 words)*
Study of the theoretical and biological processes including activated sludge, trickling filters, lagoons, sludge digestion and processing, septic tanks, analysis and design, nutrient removal processes, biology of polluted waters, economics.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
CE A442 with a minimum grade C.	N/A	N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Updated the course content, course number and stacked with CE A646

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved Dean/Director of School/College	Date
Aaron Dotson Initiator (TYPE NAME)			
☐ Approved ☐ Disapproved Department Chairperson	Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved ☐ Disapproved Curriculum Committee Chairperson	Date	☐ Approved ☐ Disapproved Provost or Designee	Date

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

Date: 10/1/2011 REVISED

Department: Civil Engineering

Course Prefix, Number, and Title: CE A446 Biological Treatment Processes

I. Course Description

Study of the theoretical and biological processes including activated sludge, trickling filters, lagoons, sludge digestion and processing, septic tanks, analysis and design, nutrient removal processes, biology of polluted waters, and economics.

II. Course Design

A. **Fundamental intent**: This course will explore advanced theory associated with the biological treatment of water and wastewater. The course will prepare Civil Engineering students to evaluate and design water and wastewater treatment systems capable of producing high-quality water to protect to human health and environmental quality.

B. **Number of Credits**: Three (3)

C. **Course schedule**: Standard semester timeframe.

D. **Lecture hours/week**: Three (3)

E. **Laboratory hours/week**: None

F. **Total time of work expected outside of class**: Six (6) hours/week.

G. **Programs that require this course**: Technical Elective for BSCE and elective course for graduate degrees in Civil Engineering and Applied Environmental Science & Technology.

H. **Grading**: A-F

I. **Coordination with affected units**: UAA list serve.

J. **Justification for action**: Updated course content, course number and stacked with CE A646.

K. **Prerequisites:** [CE 442] with a minimum grade C.

L. **Registration Restrictions**: None.

M. **Course level justification*:*** The course requires prerequisite knowledge environmental engineering specifically integration of basic sciences with engineered technologies.

III. Course Outline

A. Constituents of wastewater
B. Analysis and selection of flow rates and loading
C. Process analysis and selection
D. Suspended growth processes
E. Attached growth and combined treatment processes
F. Anerobic treatment processes
G. Treatment, reuse and disposal of biosolids

IV. Instructional Goals and Student Outcomes

a. **Instructional Goals:**
The instructor will:
1. promote the ability to evaluate biological unit processes;
2. enhanced the ability to perform technical calculation necessary for unit process design; and
3. engender an appreciation for the history of the topic and current state of the art.

b. **Student Outcomes**:
Upon successful completion of this course, students will be able to:
1. evaluate the function of modern biological unit processes for wastewater treatment;
2. perform preliminary engineering design and analysis calculation for individual biological unit processes and entire wastewater treatment streams; and
3. effectively communicate technical information regarding unit processes with water/wastewater professionals.

V. Course Activities

Class sessions consist of lectures. Assignments are made to allow students to learn by application of the principles taught in the course. Exams and other measurement are administered to assess the abilities of the students to apply principles presented in the course.

VI. **Course Evaluation**:

Outcomes	Measures
Evaluate the function of modern chemical and physical unit processes for water and wastewater treatment	Homework assignments, quizzes, and mid-term and final exams
Perform preliminary engineering design and analysis calculation for individual physical/chemical unit processes and entire water/wastewater treatment streams	Homework assignments, quizzes, and mid-term and final exams
Effectively communicate technical information regard unit processes with water/wastewater professionals.	Homework assignments, quizzes, and mid-term and final exams

VII. **Suggested Text**:

Wastewater Engineering: Treatment and Reuse, Metcalf and Eddy, 4th ed., 2002. McGraw-Hill, New York.

VIII. **Bibliography**:

A. Small and Decentralized Wastewater Management Systems, Crites and Tchobanoglous, 1st ed., 1998. McGraw-Hill, New York.
B. Wastewater Engineering, Tchobanoglous, Burton, and Stensel, 4th ed., 2003. McGraw-Hill. New York.

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A447	N/A	3	(3+0)

6. Complete Course Title
Advanced Unit Processes

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with CE A647
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. BS Civil Engineering	Courtsey Coordination	10/1/2011	Osama Abaza
2.			
3.			

Initiator Name (typed): Aaron D. Dotson Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/2011

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

15. Course Description *(suggested length 20 to 50 words)*
The theory and design of advanced unit processes will be presented. The course will focus on emerging disinfectants, ozone and ultraviolet light disinfection, advanced oxidation, sorbents and membranes. Focus will be placed on application of these innovative technologies in the drinking water arena. Wastewater applications will also be explored.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
CE A442 or CE A445 with minimum grade C.	N/A	N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
New course for graduate CE students and stacked as a technical elective for undergraduate CE students to provide students the skills to design advanced unit processes which have had a recent surge in uptake in the treatment of municipal waters.

Initiator (faculty only) Date
Aaron D. Dotson
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

Date: 10/1/2011 REVISED

Department: Civil Engineering

Course Prefix, Number, and Title: CE A447 Advanced Unit Processes

I. Course Description

The theory and design of advanced unit processes will be presented. The course will focus on emerging disinfectants, ozone and ultraviolet light disinfection, advanced oxidation, sorbents and membranes. Focus will be placed on application of these innovative technologies in the drinking water arena. Wastewater applications will also be explored.

II. Course Design

A. **Fundamental intent**

This course will explore advanced theory associated with novel and emerging advanced unit processes for water and wastewater treatment. The course will prepare Civil Engineering students to evaluate and design water and wastewater treatment systems that are capable of producing high-quality water for the protection of human health and environmental quality.

B. **Number of Credits**: Three (3)

C. **Course schedule**: Standard semester timeframe.

D. **Lecture hours/week**: Three (3)

E. **Laboratory hours/week**: None

F. **Total time of work expected outside of class**: Six (6) hours/week. This is typical, some students may require more.

G. **Programs that require this course**: Technical Elective for BSCE and elective course for graduate degrees in Civil Engineering and Applied Environmental Science & Technology.

H. **Grading**: A-F

I. **Coordination with affected units**: UAA list serve.

J. **Justification for action**: New course for graduate CE students and stacked as a technical elective for undergraduate CE students to provide students the skills to design advanced unit processes which have had a recent surge in uptake in the treatment of municipal waters.

K. **Prerequisites**: [CE 442 or CE 455] with a minimum grade C.

L. **Registration Restrictions**: None.

M. **Course level justification*:*** The course requires prerequisite knowledge in the field of environmental engineering with integration of the basic sciences.

III. Course Outline

A. Upcoming regulation and fundamentals of impaired water
B. Emerging contaminants
C. Advanced disinfection processes
D. Oxidation and advanced oxidation processes
E. Sorption technologies
F. Biological treatment in drinking water

IV. Instructional Goals and Student Outcomes

a. **Instructional Goals:**
The instructor will:
1. promote the ability to evaluate advanced unit processes;
2. enhance the ability to perform technical calculation necessary for unit process design; and
3. engender an appreciation for the history of the topic and current state of the art.

b. **Student Outcomes**:
Upon successful completion of this course, students will be able to:
1. evaluate the function of novel and emerging advanced unit processes for water and wastewater treatment;
2. perform preliminary engineering design and analysis calculation for individual advanced unit processes and entire water/wastewater treatment streams;
3. effectively communicate technical information regard unit processes with water/wastewater professionals;

V. Course Activities

Class sessions consist of lectures. Assignments are made to allow students to learn by application of the principles taught in the course. Exams and other measurement instruments are administered to assess the abilities of the students to apply principles presented in the course.

VI. **Course Evaluation**:

Outcomes	Measures
Evaluate the function of novel and emerging advanced unit processes for water and wastewater treatment	Homework assignments, quizzes, and mid-term and final exams
Perform preliminary engineering design and analysis calculation for individual advanced unit processes and entire water/wastewater treatment streams	Homework assignments, quizzes, and mid-term and final exams
Effectively communicate technical information regard unit processes with water/wastewater professionals.	Homework assignments, quizzes, and mid-term and final exams

VII. **Suggested Text**:

Edzwald, J.K. 2009. *Water Quality & Treatment: A Handbook on Drinking Water*. McGraw-Hill Professional. Boston, MA

VIII. **Bibliography**:

A. Bolton, J.R. *Ultraviolet Applications Handbook.* 3rd edition. Bolton Photosciences Inc.
B. Crittenden, J.C. *Water Treatment Principals and Practice*. 2nd edition. Wiley.
C. Schwarzenbach, R.P., Gschwend, P.M., Imboden, D.M. *Environmental Organic Chemistry*. 2nd edition. Wiley-Interscience.

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A454	CE A434	3	(3+0)

6. Complete Course Title
Timber Design

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☒ Major
- ☐ Other (please specify)
- ☒ 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/2012 To: /

12. ☐ Cross Listed with

☒ Stacked with CE A654

Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering	235,352,355	9/30/11	Osama Abaza
2.			
3.			

Initiator Name (typed): Scot Hamel Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/2011
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/2011

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

15. Course Description *(suggested length 20 to 50 words)*
Essentials of structural design in timber including building code requirements and standard practice for the design of basic structural elements, connections, and shearwall lateral force resisting systems.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
CE A431	N/A	N/A

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

16e. Registration Restriction(s) *(non-codable)*
Senior Standing in CE or instructor permision

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Change is necessary so that the course can be stacked with the graduate offering

Initiator (faculty only) Date
Scot Hamel
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
School of Engineering

Date: Oct 1, 2011
Course Title: Timber Design
Course Number: CE A454
Program: Civil Engineering
Credits: 3.0

I. Course Description:

Essentials of structural design in timber including building code requirements and standard practice for the design of basic structural elements, connections and shear wall lateral force resisting systems.

Special Note: Offered Alternate Fall Semesters

II. Course Design:

A. Course Intent: Designed to give seniors in civil engineering the fundamental aspects of structural design in timber and familiarize them with the problems which characterize civil engineering employment in the structural engineering field. The course is designed for students who have a basic knowledge of material science and structural analysis.
B. Course Credits: Three (3.0) semester hours
A. Total time of student involvement:
   a. Lecture hours per week: 3
   b. Average laboratory hours per week: none
   c. Total time of work expected outside class: 5 to 8 hours per week
B. Degree Program Status: required for undergraduate civil engineering students.
C. Grading: A-F
D. Fees: None
E. Previous Course: The course was previously taught under the designation CE A434. It was last revised in 2005.
F. Time Frame: standard semester.
G. Coordination with other schools or colleges: SOE and list serve
H. Prerequisites: CE A431: Structural Analysis
I. Course Activities: Class sessions consist of lectures. Assignments are made to allow students to learn by application the principles taught in this course. Exams are administered to assess the abilities of the students to apply principles taught in the course.

III. Course Level Justification

Requires students to apply principles learned in other fundamental engineering courses to problems in the discipline of structural engineering. Students are expected to formulate feasible designs to solve timber design problems and evaluate competing alternatives.

IV. Course Outline:

A. Determination of Design Loads
B. Structural Behavior of Timber Structures
C. Properties of Wood
D. Beam Design
E. Column Design

F. Design of Plywood Sheathing
G. Design of Horizontal Diaphragms
H. Design of Shear Walls
I. Design of Nailed Connections
J. Design of Bolted Connections
K. Design of Connection Details
L. Design of Diaphragm Connections

V. Instructional Goals, Student Outcomes, and Assessment Methods:

A. Instructional Goals

The objective of this course is to enable the student to learn the basics of the National Design Specification for Wood Construction (NDS) and how to apply it to the design of basic structural components, connections, and building systems. The student will also gain a deeper understanding of basic mechanics of materials, structural analysis, and design principles as they apply real world design.

B. Student Outcomes and Assessment Methods

	Upon successful completion of this course, students will be able to:	**Assessment Method**
1.	Apply the basic requirements of the National Design Specification for Wood Construction	Homework assignments, Exams, and Final project
2.	Assess the design/fabrication/erection sequence and the role of civil/structural engineers in the process	Homework assignments, Final project
3.	Design tension members	Homework assignments, Exams, and Final project
4.	Design connections with bolts and nails	Homework assignments, Exams, and Final project
5.	Design simple and continuous beams for shear, flexure, and deflection	Homework assignments, Exams, and Final project
6.	Design columns	Homework assignments, Exams, and Final project
7.	Design beam-columns	Homework assignments, Exams, and Final project
8.	Analyze lateral force resisting systems consisting of wood shear walls	Homework assignments, Exams, and Final project
9.	Design shear walls	Homework assignments, Exams, and Final project

VI. Course Evaluation:

Tools for the evaluation and assessment of each student learning outcome may include, but are not limited to; assignments, exams, and final projects

VII. Suggested Texts:

1. Design of Wood Structures, Donald E. Breyer, Kenneth J. Fridley, Kelly E. Cobeen, and David G. Pollock, 6th ed., 2006. McGraw Hill, Boston.
2. National Design Specification of Wood Construction, American Forest & Paper Association, 2005.
3. Supplement to the NDS Specification of Wood Construction, American Forest Paper Association, 2005.

VIII. References/Bibliography:

1. Simplified Design of Wood Structures, James Ambrose and Patrick Tripeny, 6th ed., 2009. Wiley, NY.
2. Timber Engineering, Sven Thelandersson and Hans J. Larsen, John Wiley and Sons, 2003

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	CIVIL ENGINEERING

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A462	N/A.	3.0	(3+0)

6. Complete Course Title
Surace Water Dynamics

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with CE A662
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering, BS	Courtsey Coordination	Oct. 17, 2011	Osama Abaza
2.			
3.			

Initiator Name (typed): Thomas Ravens Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/ 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Application of open channel flow theory, steady and unsteady flow, water surface profiles, hydraulic structures, and sediment transport.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ES A341 with minimum grade C	N/A	N/A

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Need to have a Bachelor of Science in Civil Engineering technical elective in this area.

Initiator (faculty only) Date
Thomas Ravens
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

DATE: 10/17/2011

Department: Civil Engineering

Course Prefix, Number, and Title: CE A462 Surface Water Dynamics

I. Course description

Application of open channel flow theory, steady and unsteady flow, water surface profiles, hydraulic structures, and sediment transport.

II. Course Design

A. Fundamental intent: Designed as a technical elective for graduate students majoring in Civil Engineering.
Note: Course to be stacked with CE A662 Surface Water Dynamics.

B. Number of Semester Credits: Three (3)

C. Course Schedule: Standard fifteen (15) week semester.

D. Lectures Hours/week: Three (3)

E. Total time of work expected outside of class: Eight (6) hours per week.

F. Programs that require this course: Technical elective for Bachelor of Science in Civil Engineering.

G. Grading: A – F

H. Coordination with affected unites: Faculty list serve. Only the Department of Civil Engineering is affected.

Justification for Action: New technical elective in Bachelor of Science in Civil Engineering.

I. Prerequisite: ES A341 with a minimum grade of C

J. Registration Restrictions:

III. Course level justification

A. Application of engineering and scientific knowledge and skills typical of upper level undergraduate engineering students, and interaction with professional peers on advanced topics.
B. Address advanced scientific and engineering topics that require a background in math and science equivalent to that of upper level undergraduate engineering students.

C. Students are required to think independently and critically in their interpretation of technical information.

IV. Course Outline

A. Review of fluid mechanics
   a. Fluid pressure
   b. Conservation Laws
   c. Dimensional analysis

B. Specific energy and critical depth
   a. Specific energy concept and diagram
   b. Uniform and non-uniform flow
   c. Discharge diagram
   d. Contractions and expansions
   e. Non-rectangular sections

C. Weirs and the momentum equation
   a. Different weir types
   b. Application of the momentum equation
   c. Hydraulic jumps

D. Uniform open channel flow
   a. Conservation of momentum
   b. Uniform flow
   c. Composite Manning roughness

E. Gradually varied flow and water surface profiles
   a. Partly smooth flow in circular conduits
   b. Flow controls
   c. Channel classification
   d. Lake discharge problem
   e. Computational methods

F. Hydraulic structures
   a. Ineffective flow area under bridges
   b. Contraction and expansion losses
   c. Different types of flow through bridges
   d. Culverts
   e. Modeling flow through bridges and culverts with HEC-RAS

G. Unsteady flow
   a. Continuous and discontinuous systems
   b. Saint-Venant Equations
   c. Continuity equation
   d. Solution techniques

H. Sediment transport
   a. Sediment properties
   b. Grain size distribution
   c. Initiation of motion
   d. Stable channel design
   e. Bed forms

f. Sediment discharge

V. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructor will introduce:

1. the concepts of specific energy and critical depth,
2. application of the momentum equation to weirs,
3. uniform open channel flow,
4. gradually varied flow and surface water profiles,
5. hydraulic structures,
6. unsteady flow,
7. sediment transport.

B. Student Outcomes. Students who successfully complete this course will be able to:

1. apply the concepts of specific energy and critical depth to open channel flow situations,
2. apply the momentum equations to weirs,
3. calculate flow conditions assuming uniform open channel flow,
4. calculate surface water profiles and flow properties assuming gradually varied flow,
5. quantify the interaction of channel flows with hydraulic structures,
6. quantify flow properties under unsteady conditions,
7. make basic sediment transport calculations,
8. demonstrate mastery of some design aspect of surface water dynamics.

VI. Course Activities

A. Class meetings consist of lectures, multimedia presentations, discussions, and periodic examinations.

B. Students are assigned required reading and homework problems to apply material introduced during class meetings.

C. Students will complete a design project in the field of surface water dynamics within the time frame of the course.

VII. Course Evaluation. Methods of evaluation may include but are not limited to:

Outcomes	Measures
apply the concepts of specific energy and critical depth to open channel flow situations,	Performance in exams, quizzes, and homework assignments.
apply the momentum equations to weirs,	Performance in exams, quizzes, and homework assignments.
calculate flow conditions assuming uniform open channel flow,	Performance in exams, quizzes, and homework assignments.
calculate surface water profiles and flow properties assuming gradually varied flow,	Performance in exams, quizzes, and homework assignments.
quantify the interaction of channel flows with hydraulic structures,	Performance in exams, quizzes, term project, and homework assignments.
quantify flow properties under unsteady conditions,	Performance in exams, quizzes, and homework assignments.
make basic sediment transport calculations.	Performance in exams, quizzes, and homework assignments.
demonstrate mastery of some design aspect of surface water dynamics	Performance in writing and presenting the design project.

VIII. Suggested Text:

Strum, T. *Open Channel Hydraulics*, McGraw Hill.

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	CIVIL ENGINEERING

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
CE	A476	N/A	3.0	(3+0)

6. Complete Course Title
Coastal Engineering

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ 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/2012 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with CE A676
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Civil Engineering, BS	Courtsey Coordination	Oct. 17, 2011	Osama Abaza
2.			
3.			

Initiator Name (typed): Thomas Ravens Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 10/21/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/08/ 2011

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

15. Course Description *(suggested length 20 to 50 words)*
Application of linear and non-linear wave theory; wave transformation processes including wind generation, refraction and diffraction; coastal processes and design of coastal structures.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ES A341 with minimum grade C	N/A	N/A

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Need to have a Bachelor of Science technical elective in this area.

Initiator (faculty only) Date
Thomas Ravens
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING

COURSE CONTENT GUIDE

DATE: 10/17/2011

Department: Civil Engineering

Course Prefix, Number, and Title: CE A476 Coastal Engineering

I. Course description

Application of linear and non-linear wave theory; wave transformation processes including wind generation, refraction and diffraction; coastal processes and design of coastal structures.

II. Course Design

A. Fundamental intent: Designed as a technical elective for undergraduate students majoring in Civil Engineering.

B. Number of Semester Credits: Three (3)

C. Course Schedule: Standard fifteen (15) week semester.

D. Lectures Hours/week: Three (3)

E. Total time of work expected outside of class: Eight (6) hours per week.

F. Programs that require this course: Technical elective for Bachelor of Science in Civil Engineering.

G. Grading: A – F

H. Coordination with affected unites: Faculty list serve. Only the Department of Civil Engineering is affected.

Justification for Action: Introduction of new course that can serve as a technical elective within the Civil Engineering Program.

I. Prerequisite: ES A341 with a grade of C or better.

J. Registration Restrictions:

III. Course level justification

A. Application of engineering and scientific knowledge and skills typical of upper level undergraduate engineering students.
B. Address advanced scientific and engineering topics that require a background in math and science equivalent to that of upper level engineering students.
C. Students are required to think independently and critically in their interpretation of technical information.

IV. Course Outline

A. Introduction
   1. Introduction to coastal processes and coastal engineering
   2. Terminology of the coasts
   3. Example coastal engineering projects
B. Wave equations and wave characteristics
   1. Small-amplitude (linear) wave theory
   2. Wave kinematics and pressure
   3. Energy, power, and group celerity
C. Finite-amplitude (non-linear) wave theory
   1. Finite-amplitude wave theory formulation
   2. Stokes waves
   3. Wave theory application
D. Wave refraction, diffraction, and reflection
   1. Wave refraction
   2. Wave diffraction
   3. Wave reflection
E. Coastal water level fluctuations
   1. Shallow water equations
   2. Astronomical tide generation and characteristics
   3. Storm surge calculations
F. Wind-generated waves
   1. Wave spectrums
   2. Wave prediction
   3. Extreme wave analysis
G. Coastal structures
   1. Hydrodynamic forces in unsteady flow
   2. Rubble mound structures
   3. Water-structure interaction
   4. Selection of design waves
H. Coastal zone processes
   1. Sediment properties
   2. Beach profiles
   3. Alongshore sediment transport processes and rates
   4. Shore response to coastal structures
   5. Numerical models of shoreline change
   6. Beach nourishment
   7. Sediment budget concept and analysis

V. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructor will introduce:

1. terminology of the coast,
2. linear and non-linear wave theory,
3. wave transformation processes including wind generation, refraction, and diffraction,
4. shallow water equations and coastal water level fluctuations,
5. methods for the design of coastal structures,
6. coastal processes.

B. Student Outcomes. Students who successfully complete this course will be able to:

1. describe coastal features, coastal processes and coastal engineering works,
2. explain the theoretical underpinnings of linear and non-linear wave theory,
3. quantify wave transformation processes,
4. apply the shallow water equations to calculate coastal water level fluctuations including storm surges,
5. design coastal structures or beach nourishment projects to safeguard coastal infrastructure and to protect against coastal erosion,
6. quantify the major coastal processes such as alongshore sediment transport.
7. demonstrate mastery of some aspect of coastal engineering and design.

VI. Course Activities

A. Class meetings consist of lectures, multimedia presentations, discussions, and periodic examinations.

B. Students are assigned required reading and homework problems to analyze measured data and evaluate analytical solution methods.

C. Students will complete a design project in the field of coastal engineering within the time frame of the course.

VII. Course Evaluation. Methods of evaluation may include but are not limited to:

Outcomes	Measures
describe coastal features, coastal processes and coastal engineering works,	Performance in exams, quizzes, and homework assignments.
explain the theoretical underpinnings of linear and non-linear wave theory,	Performance in exams, quizzes, and homework assignments.
quantify wave transformation processes,	Performance in exams, quizzes, and homework assignments.
apply the shallow water equations to calculate coastal water level fluctuations including storm surges,	Performance in exams, quizzes, and homework assignments.
design coastal structures or beach nourishment projects to safeguard coastal infrastructure and to protect against coastal erosion,	Performance in exams, quizzes, design project, and homework assignments.
quantify the major coastal processes such as longshore sediment transport,	Performance in exams, quizzes, and homework assignments.
demonstrate mastery of some aspect of coastal engineering and design.	Performance in writing and presenting a design project.

VIII. Suggested Text:

Sorenson, R. M., (2006). *Basic Coastal Engineering*, 3rd edition, Springer.

IX. Alternative texts and references:

U.S. Army Corps of Engineers. *Coastal Engineering Manual*, (http://chl.erdc.usace.army.mil/)

Dean, R. G. and Dalrymple, R.A. (2002). *Coastal Processes with Engineering Applications*, Cambridge University Press.

Date: November 13, 2011

To: UAB members

From: Hilary Davies, UAB Chair

Subj: Publication of Program Student Learning Outcomes in the UAA Catalog

Inclusion of Program Student Learning Outcomes in the catalog is an expectation of the Northwest Commission on Colleges and Universities (NWCCU) – Standard 2.

The following proposal applies to:
Occupational Endorsement Certificates
Undergraduate Certificates
Associate of Arts
Associate of Applied Science
Bachelor of Arts
Bachelor of Business Administration
Bachelor of Fine Arts
Bachelor of Human Services
Bachelor of Liberal Studies
Bachelor of Music
Bachelor of Science
Bachelor of Social Work
Post Baccalaureate Certificate Programs

Minor programs will not be required to include Program Student Learning Outcomes.

All program catalog copy reviewed by UAB after January 1, 2012 will include Program Student Learning Outcomes. Programs may submit Program Student Learning Outcomes ahead of the schedule listed below. Revised instructions will be published on the Governance website and inserted in the Curriculum Handbook.

Programs in the School of Engineering, the College of Business and Public Policy (12), the College of Education (2), and the Community and Technical College (3) will be asked to submit catalog copy with Program Student Learning Outcomes during Spring 2012.

Programs in the College of Arts and Sciences (32) and the College of Health (4) will be asked to submit catalog copy with Program Student Learning Outcomes in Fall 2012.

If catalog copy with Program Student Learning Outcomes is not submitted according to these timelines, the Program Student Leaning Outcomes currently on file in the Program Assessment plans will be inserted into the program catalog copy.