

# Undergraduate Academic Board Agenda

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October 17, 2008

**ADM 204**

2:00 – 5:00 pm

## **I. Roll**

( ) Hilary Davies, Chair	( ) Cheryl Smith	( ) Deborah Mole
( ) Bettina Kipp Lavea	( ) Toni Croft	( ) Erik Hirschmann
( ) Suzanne Forster	( ) Robin Wahto	( ) Utpal Dutta
( ) Fred Barbee	( ) Kenrick Mock	( ) vacant (CAS)
( ) Catherine Sullivan	( ) Marion Yapuncich	( ) Mari Ippolito (FS At Large, CAS)
( ) Hilary Seitz	( ) Jesse Mickelson	

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

## **III. Approval of Meeting Summary for October 10, 2008 (pg. 3-5)**

## **IV. Administrative Report**

### **A. Vice Provost Tom Miller**

### **B. Registrar John Allred**

## **V. Chair's Report**

### **A. UAB Chair- Hilary Davies**

### **B. GER Chair- Suzanne Forster**

## **VI. A. Institutional Outcomes/ Assessment Ad Hoc Committee**

## **VII. Program/Course Action Request – Second Reading**

### **A. CAS**

Chg PS A101 Introduction to American Government (3 cr) (3+0) (pg. 6-9)

Chg PS A102 Introduction to Political Science (3 cr) (3+0) (pg. 10-13)

Chg PS A311 Comparative Politics (3 cr) (3+0) (pg. 14-17)

### **B. CHSW**

These courses have already been approved by Faculty Senate, but are returning to have another second reading to clarify prerequisite issues.

Chg NURS A220 Perinatal Nursing (3 cr) (3+0) (pg. 18-23)

Chg NURS A220L Perinatal Nursing Lab (1 cr) (0+3) (pg. 24-28)

Chg NURS A221 Advanced Parenteral Therapy Lab (1 cr) (0+2) (pg. 29-32)

**C. CTC**

Chg FIRE A121 Fire Behavior and Combustion (3 cr) (3+0) (pg. 33-37)

**D. KPC**

Add CED A157 The Art and History of Brewing (1 cr) (1+0) (pg. 38-41)

**E. SOE**

Chg CE A438 Design of Civil Engineering Systems (3 cr) (3+0) (pg. 42-46)

**VIII. Program/Course Action Request – First Reading**

**IX. Old Business**

Policy Handbook

**X. New Business**

**XI. Informational Items and Adjournment**

A. [Curriculum Log](#)

B. [Curriculum Handbook](#)

C. [Catalog Copy](#)

# Undergraduate Academic Board Summary

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October 10, 2008

**ROOM CHANGE: LIB 307**

2:00 – 5:00 pm

## I. Roll

(x) Hilary Davies, Chair	(x) Cheryl Smith	(x) Deborah Mole
(e) Bettina Kipp Lavea	( ) Toni Croft	(x) Erik Hirschmann
(x) Suzanne Forster	(x) Robin Wahto	( ) Utpal Dutta
(x) Fred Barbee	(x) Kenrick Mock	( ) vacant (CAS)
(x) Catherine Sullivan	(e) Marion Yapuncich	(x) Mari Ippolito (FS At Large, CAS)
(x) Hilary Seitz	(e) Jesse Mickelson	

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

## III. Approval of Meeting Summary for September 26, 2008 (pg. 3-5) Approved

## IV. Administrative Report

### A. Vice Provost Tom Miller

Unable to attend

### B. Registrar John Allred

No report

## V. Chair's Report

### A. UAB Chair- Hilary Davies

Catalog Copy in Word Format and Curriculum Log now available online

Request for committee volunteer

Comments:

Funding- who will fund it?

Ideally members need to have experience with assessment

This committee is intended to be a faculty committee.

**MOTION to add At Large faculty member to assessment group**

**Approved**

8 Members would be as follows:

1. UAB member
2. GERC member
3. GAB member
4. Graduate Academic Council
5. At Large person (outside the group who has experience in assessment)
6. Extended Campus member
7. Dean/Associate Dean
8. OAA (ex-officio)

\*These members should be from various colleges

**B. GER Chair- Suzanne Forster**

Chad Farrell from Sociology spoke about measuring assessment

**VI. A.** Curriculum Check Sheets and Curriculum Handbook Policy (pg. 6-18)  
Discussion on check sheets

**B.** Spreadsheet template (pg. 19)

**VII. Program/Course Action Request – Second Reading**

**A. CAS**

Chg PSY A260 Statistics for Psychology (3 cr) (3+0) (pg. 20-23)

**Approved**

Chg PSY A260L Statistics for Psychology Lab (1 cr) (0+2) (pg. 24-27)

**Approved**

Chg PSY A327 Field Experience in Psychology I (3 cr) (1+6) (pg. 28-31)

**Approved**

Chg PSY A427 Field Experience in Psychology II (3 cr) (1+6) (pg. 32-35)

**Approved**

**B. CBPP**

[Accepted for 1<sup>st</sup> reading at April 25, 2008 meeting; motion approved to accept them as second reading at the August 29<sup>th</sup> meeting]

Chg ECON A315 Urban and Regional Economics (3 cr) (3+0) (pg. 36-40)

**Approved**

Need to come back with catalog copy (Real Estate)

Chg ECON A325 History of Economic Thought (3 cr) (3+0) (pg. 41-44)

**Approved**

Chg ECON A337 Developmental Economics (3 cr) (3+0) (pg. 45-49)

**Approved**

Chg ECON A341 Labor Economics (3 cr) (3+0) (pg. 50-53)

**Approved**

**C. CTC**

Chg Occupational Endorsement Certificate, Clinical Assistant (pg. 54)

Chg Occupational Endorsement Certificate, Phlebotomist (pg. 55-62)

**OECs Approved**

Chg MEDT A101 Phlebotomy Procedures (3 cr) (2+3) (pg. 63-67)

**Approved**

Chg MEDT A105 Microbiology for Clinical Assistants (3 cr) (2+2) (pg. 68-71)

**Approved**

Add MEDT A106 Waived Testing (4 cr) (3+3) (pg. 72-76)

**Approved**

Chg MEDT A195A Phlebotomy Practicum (3 cr) (0+9) (pg. 77-80)

**Approved**

Chg MEDT A195B Clinical Assistant Practicum (4 cr) (0+12) (pg. 81-84)

**Approved**

**D. KPC**

Add CED A157 The Art and History of Brewing (1 cr) (1+0)

No revisions received

**E. SOE**

Chg CE A438 Design of Civil Engineering Systems (3 cr) (3+0)

No revisions received

**VIII. Program/Course Action Request – First Reading**

Chg FIRE A121 Fire Behavior and Combustion (3 cr) (3+0) (pg. 85-89)

**Accepted**

Chg PS A101 Introduction to American Government (3 cr) (3+0) (pg. 90-93)

**Remanded to GERC**

Chg PS A102 Introduction to Political Science (3 cr) (3+0) (pg. 94-97)

**Remanded to GERC**

Chg PS A311 Comparative Politics (3 cr) (3+0) (pg. 98-101)

**Remanded to GERC**

Chg BA A495 Advanced Internship in Business Administration (3 cr) (3+0) (pg. 102-105)

**Waived first reading and approved for second reading**

Chg Bachelor of Arts, Psychology (pg. 106)

Chg Bachelor of Science, Psychology (pg. 107)

Chg Occupational Endorsement Certificate, Community Mental-Health Services  
(pg. 108-111)

**PSY programs- Waived first reading and approved for second reading**

**IX. Old Business**

**X. New Business**

**XI. Informational Items and Adjournment**

A. [Curriculum Log](#)

B. [Curriculum Handbook](#)

C. [Catalog Copy](#)



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Political Science	
2. Course Prefix PS	3. Course Number A101	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to American Government Intro to American Government Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date      semester/year From: 8/2009      To: 12/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course BA in Political Science					
14. Coordinate with Affected Units: Faculty List Serve Department, School, or College _____ Initiator Signature      Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description An introduction to the historical and constitutional foundations of American Government; the political activities of parties, groups, and the media; public decision-making by the executive, Congress, and the courts; and current economic, environmental, social, and foreign issues and policies.					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Updating the course content guide including goals and outcomes to keep the course description current.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

## Course Content Guide

<b>Date:</b>	<b>March 27, 2008</b>
<b>College:</b>	<b>College of Arts and Sciences</b>
<b>Course Number:</b>	<b>PS A101</b>
<b>Number of Credits:</b>	<b>3</b>
<b>Contact Hours:</b>	<b>3 + 0</b>
<b>Course Program Title:</b>	<b>Introduction to American Government</b>
<b>Grading Basis:</b>	<b>A - F</b>

### **Course Description:**

An introduction to the historical and constitutional foundations of American government; the political activities of parties, groups, and the media; public decision-making by the executive, Congress, and the courts; and current economic, environmental, social, and foreign issues and policies.

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

Prerequisites: NONE

#### **1. Instructional Goals and Student Outcomes:**

##### **a. Instructional Goals**

1. Establish basic understanding of the discipline of American government and U.S. political systems.
2. Develop understanding of the ideals and institutions of American politics and institutions.
3. Develop analytical skills.
4. Develop communication skills, both written and oral.
5. Develop research skills.

##### **b. Student Outcomes**

1. Demonstrate basic writing skills through papers or writing projects.
2. Describe key concepts in the field of American Government.

3. Relate basic empirical analytical skills, such as evaluating voting data.
4. Investigate the complexity of human institutions and behavior to better understand political, economic, and/or cultural dynamics.

**2. Guidelines for Evaluation:**

Student evaluation is based on regular course attendance and participation in class discussion, miscellaneous writing assignments, and an assessment of the student's understanding of basic principles of American Government through performance on a midterm and a final examination. Letter grades correspond to current University catalog.

**3. Course Level Justification:**

This class is an introduction to the field of Political Science and is a foundation for higher level courses within the study.

**4. Topical Course Outline:**

1. Introduce students to the main theorists and theories of American Government.
2. Discuss U.S. government structures and institutions and how these institutions work with or against the principles upon which they were founded.
3. Analyze the role of government in economics, with attention given but not limited to the theories of Adam Smith and Karl Marx.
4. Examine domestic policy in the United States, including but not limited to security issues, health care, education and environmental policies.
5. Review American foreign policy both from a historical and current perspective.

**5. Suggested Texts:**

Schmidt, Steffen W, Mack C. Shelley, Barbara A. Bardes, *American Government and Politics Today*, 5<sup>th</sup> edition, Wadsworth Publishing, 2008.

**6. Bibliography**

McKenna, George and Stanley Feingold, *Taking Sides: Clashing Views on Political Issues*, 15<sup>th</sup> edition, Dushkin Publishing Group, 2008.

O'Connor, Karen J. and Larry J. Sabato, *American Government: Continuity and Change*, Longman, 2008.

Schmidt, Steffen W., *American Government and Politics Today*, Thomson Wadsworth, 2008.



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Political Science	
2. Course Prefix PS	3. Course Number 102	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Political Science Intro to Political Science <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date      semester/year From: 8/2009      To: 12/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course BA in Political Science					
14. Coordinate with Affected Units: Faculty List Serve, Deans/Directors Department, School, or College _____ Initiator Signature      Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description The exploration of basic principles and processes of major branches of the discipline of political science including American government, comparative politics, international relations and political philosophy.					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Updating the course description and course content guide including goals and outcomes to keep the course current.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

## Course Content Guide

<b>Date:</b>	<b>March 27, 2008</b>
<b>College:</b>	<b>College of Arts and Sciences</b>
<b>Course Number:</b>	<b>PS A102</b>
<b>Number of Credits:</b>	<b>3</b>
<b>Contact Hours:</b>	<b>3 + 0</b>
<b>Course Program Title:</b>	<b>Introduction to Political Science</b>
<b>Grading Basis:</b>	<b>A - F</b>

### **Course Description:**

The exploration of basic principles and processes of major branches of the discipline of political science including American government, comparative politics, international relations and political philosophy.

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

Prerequisites: NONE

#### **1. Instructional Goals and Student Outcomes:**

##### **a. Instructional Goals**

1. Establish basic understanding of the discipline of Political Science and its sub-disciplines.
2. Develop understanding of the ideals and institutions of politics and political systems.
3. Develop analytical skills.
4. Develop communication skills, both written and oral.
5. Develop research skills.

##### **b. Student Outcomes**

1. Demonstrate basic research and writing skills through papers or other writing projects.
2. Describe key concepts in the field of Political Science
3. Develop basic analytical skills to such as evaluating electoral data.

4. Relate the complexity of human institutions and behavior to better understand group, political, economic, and/or cultural dynamics.
5. Adopt a critical perspective to better understand the forces of globalization and diversity.

**2. Guidelines for Evaluation:**

Student evaluation is based on regular course attendance and participation in class discussion; a written research paper, and an assessment of the student's understanding of basic principles of Political Science through performance on a midterm and a final examination. Letter grades correspond to current University catalog.

**3. Course Level Justification:**

This class is an introduction to the field of Political Science and is a foundation for higher level courses within the study.

**4. Topical Course Outline:**

1. Introduce the main theorists and theories of Political Science, including but not limited to John Locke and Karl Marx.
2. Discuss alternative government structures and institutions and how these institutions work with or against the principles upon which they were founded.
3. Analyze the role of government in economics and economic systems.
4. Examine the relations between nation-states and review concepts of international relations and political violence.
5. Review modern day challenges to political systems.

**5. Suggested Texts:**

Van Belle, Douglas and Kenneth Mash, *A Novel Approach to Politics: Introducing Political Science Through Books, Movies, and Popular Culture*, CQ Press (2007).

**6. Bibliography**

Danziger, James N., *Understanding the Political World: A Comparative Introduction to Political Science*, 8<sup>th</sup> Edition, Pearson Longman, 2007.

Roskin, Michael, *Political Science: An Introduction*, 10<sup>th</sup> edition, Prentice Hall, 2007.

The Worldwatch Institute, *State of the World 2008: Toward a Sustainable Global Economy*, W. W. Norton, 2008.



## Course Content Guide

<b>Date:</b>	<b>March 27, 2008</b>
<b>College:</b>	<b>College of Arts and Sciences</b>
<b>Course Number:</b>	<b>PS A311</b>
<b>Number of Credits:</b>	<b>3</b>
<b>Contact Hours:</b>	<b>3 + 0</b>
<b>Course Program Title:</b>	<b>Comparative Politics</b>
<b>Grading Basis:</b>	<b>A - F</b>

### **Course Description:**

Introduction to the development of governmental structures, and political processes in the modern world. Theories are related to problems and governing strategies in contemporary political systems

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

Prerequisites: ENGL A111

#### **1. Instructional Goals and Student Outcomes:**

##### **a. Instructional Goals**

1. Establish understanding of the sub-discipline of Comparative Politics.
2. Develop understanding of the differences in ideals and institutions of politics and political systems around the world.
3. Develop analytical skills.
4. Develop communication skills, both written and oral.
5. Develop research skills.

##### **b. Student Outcomes**

1. Demonstrate advanced research and writing skills through research paper or small writing assignments.
2. Gain an understanding of key concepts in the sub-field of Comparative Politics.

3. Demonstrate advanced analytical skills by studying comparative electoral data.
4. Analyze the complexity of governmental structures to better understand group, political, economic and/or cultural dynamics.
5. Gain an understanding of the complexity of globalization and diversity.

**2. Guidelines for Evaluation:**

Student evaluation is based on regular course attendance and participation in class discussion; a written research paper, and an assessment of the student's understanding of principles of comparative politics through performance on a midterm and a final examination. Letter grades correspond to current University catalog.

**3. Course Level Justification:**

Junior-level, upper-division course that builds upon previous course work and requires familiarity with the concepts, methods, and vocabulary of Political Science.

**4. Topical Course Outline:**

1. Introduce the main theorists, such as Karl Marx, Gabriel Almond, and Sidney Verba, and theories of Comparative Politics, including but not limited to structural functionalism and systems theory.
2. Compare alternative government structures and institutions and reviews how these institutions work with or against the principles upon which they were founded.
3. Compare economic systems and foreign policies around the world, including but not limited to industrialized democracies, communist regimes and developing societies.
4. Selected case studies will be examined.

**5. Suggested Texts:**

O'Neil, Patrick, *Comparative Politics*, 2<sup>nd</sup> edition. Norton (2007).

## **6. Bibliography**

Haus, Charles, *Comparative Politics: Domestic Responses to Global Challenges*, 6<sup>th</sup> edition, Thomson Wadsworth, 2009.

O'Neil, Patrick, *Essential Readings in Comparative Politics*, 2<sup>nd</sup> edition. Norton, 2006.

The Worldwatch Institute, *Vital Signs 2007-2008: The Trends that Are Shaping Our Future*, W.W. Norton, 2007.



knowledge base essential for the registered nurse.

\_\_\_\_ Initiator (faculty only) \_\_\_\_\_ Date

\_\_\_\_ Initiator (PRINT NAME) \_\_\_\_\_

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate Academic Board Chairperson Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee Date

**University of Alaska Anchorage**  
**School of Nursing**  
 Course Content Guide

**I. Date of Initiation:** Spring 2008

**II. Curriculum Action Request Information:**

School/College: College of Health and Social Welfare, School of Nursing  
 Course Number: NURS A220  
 Course Title: Perinatal Nursing  
 Prerequisites: NURS A125, NURS A125L, NURS A180; BIOL A112 and BIOL A240 all with minimum grade of C. Plus DN A203, ENGL A211 or ENGL A212 or ENGL A213 each with a minimum grade of C or concurrent enrollment.  
 Co-requisites: NURS A221, NURS A220L, NURS A222, NURS A222L  
 Number of Credits: 3 credits (3 + 0)  
 Grading Basis: A-F  
 Course Fees: None  
 Other Restrictions: Current admission as AAS Nursing Major  
 Registration Restrictions: Current admission to third semester Associate of Applied Science nursing program. Completion of one social science elective with a minimum grade of C or concurrent enrollment.  
 Implementation Date: Spring 2009  
 Course Description: Focuses on use of nursing process to provide healthcare for the childbearing woman, newborn, and family along the health-illness continuum. Content ranges from normal, low-risk perinatal care through nursing care for selected high-risk perinatal complications. Includes antepartum, intrapartum, postpartum, and low-risk neonatal nursing care with emphasis on developmental and cultural influences upon the health needs of the childbearing family and prioritized using Maslow's Hierarchy of Needs.

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

1. Provide students with a variety of information and resources related to nursing care of the childbearing woman, her newborn, and her family along the health-illness continuum.
2. Provide assignments and content presentation, case studies and discussion, PowerPoint presentations and computer assisted instruction programs related to perinatal nursing.
3. Guide students in developing the knowledge and skills to select appropriate health promotion and intervention strategies, and in planning effective collaborative healthcare for the perinatal patient.

**IV. Student Outcomes and Assessment Measures:**

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

Student Outcomes:	Assessment Measures
1. Apply perinatal theory to formulate and plan specific, appropriate nursing interventions based on prioritized nursing diagnoses for	Class participation and discussion Quiz Exams

the obstetric patient and family.	
<b>Student Outcomes, continued</b>	<b>Assessment Measures, continued</b>
2. Identify communication techniques which promote a positive perinatal experience for patients and families.	Group project Papers and reports Class participation and discussion Quiz Exams
3. Analyze the effects of developmental level, culture, lifestyle choices, and values in planning care for the childbearing family.	Class presentation Quiz Class participation and discussion Exams
4. Apply Maslow's Hierarchy of Needs to plan nursing care for low-risk and selected high-risk perinatal patients and their families and following legal, ethical and professional standards of nursing practice.	Class participation and discussion Small group assignments Class presentation Quiz Exams
5. Formulate patient/family teaching plans that incorporate pertinent aspects of development, are prioritized by individual teaching needs, and include applicable risk factors for the perinatal patient and family.	Class participation and discussion Small group teaching project Class presentation Quiz Exams
6. Examine ways to determine the effectiveness of planned nursing care for the perinatal patient and ways to modify nursing care to achieve desired expected outcomes.	Group assignments Class participation and discussion Quiz Exams

#### **IV. Course Level Justification:**

Builds on nursing knowledge students obtained in the first two semesters of the AAS program. This course provides the third semester AAS nursing student with essential information and knowledge needed to provide safe, effective, and appropriate care of the perinatal patient, family and newborn.

#### **V. Topical Course Outline**

##### **A. Utilizing the nursing process in the care of the childbearing patient and family:**

1. Introduction to maternity nursing and family development
2. Cultural, developmental and communication considerations
3. Female reproductive status
4. Conception and fetal development
5. Nursing care for the antepartum patient and family
  - a) Nutritional issues
  - b) Anatomy & physiology of pregnancy and genetics review

##### **B. Utilizing the nursing process in the care of the intrapartum patient & family:**

1. Normal labor and delivery nursing care
2. Intrapartal fetal and uterine monitoring

3. Complications of the intrapartum
4. Pain management of the labor patient
- C. Utilizing the nursing process in the care of the postpartum patient & family:
  1. Normal postpartum period nursing care
  2. Family needs and attachment process in the postpartum
  3. Complications of the postpartum
- D. Utilizing the nursing process in the care of the neonate:
  1. Normal newborn transition and nursing care
  2. Low risk health problems of the term neonate
  3. Complications of adjustment to extrauterine life
- E. Utilizing the nursing process in the care of the high risk perinatal patient:
  1. Assessment of perinatal risk factors
  2. Pregnancy at risk
  3. Cultural, developmental and communication considerations in high-risk care

## VI. Suggested Textbook:

Lowdermilk, D., & Perry, S. (2006). *Maternity nursing* (7<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.

## VII. Bibliography:

Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). (2003). *Standards of professional nursing practice in care of women and newborns*, (6<sup>th</sup> ed.). Washington, DC: AWHONN.

Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). (2006). *Antepartum/intrapartum fetal heart rate monitoring: Clinical competencies and education guide*. (4<sup>th</sup> ed.). Washington, DC: AWHONN.

Bingham, R. (2007). *Annotated bibliography of National Institute of Nursing Research findings on women's health in pregnancy and childbirth, 2007 update*. *JOGNN*, 36(3), 275-78.

Carpenito, L. (2006). *Nursing diagnosis: Application to clinical practice*. (11<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Cashion, K., & Crum, K. (2007). *Virtual clinical excursions: Obstetrics*. St. Louis, MO: Elsevier Saunders.

Davidson, M., London, M., & Ladewig, P., (2008). *Maternal-newborn nursing & women's health across the lifespan* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Department of Health and Human Services. (n.d.). *Feeding baby with breast milk or formula*. Retrieved October 31, 2007, [www.fda.gov/opacom/lowlit/feedbby.pdf](http://www.fda.gov/opacom/lowlit/feedbby.pdf)

Gilbert, E. (2007). *Manual of high risk pregnancy and delivery*. St. Louis, MO:

Elsevier Mosby.

Gregory, D. (2006). *Case studies in maternity and women's health*. Clifton Park, NY: Thomson Delmar Learning.

Hogan, M. (2007). *Maternal-newborn nursing: Reviews & rationales*. Upper Saddle River, NJ: Pearson Prentice Hall.

London, M., Ladewig, P., Ball, J., & Bindler, R. (2007). *Maternal and child nursing care* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Mahlmeister, L. (2007). Best practice in perinatal nursing. *Journal of Perinatal and Neonatal Nursing*, 21(3), 186-188.

Piotrowski, K. (2006). *Study guide to accompany maternity nursing* (7<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.

Swenson, D. (2006). *Telephone triage for the obstetric patient*. Philadelphia: Elsevier Saunders.

U.S. Preventive Services Task Force. (2007). Screening for elevated blood lead levels in children and pregnant women: Recommendation statement. *The American Journal for Nurse Practitioners*, 11(9), 32-34, 37-39.



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADSN Division of Nursing		1c. Department NURS	
2. Course Prefix NURS	3. Course Number A220L	4. Previous Course Prefix & Number A220L		5a. Credits/CEU 1	5b. Contact Hours (Lecture + Lab) (0+3)
6. Complete Course/Program Title Perinatal Nursing Lab <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats na      Max Credits na		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009      To:      /9999		
			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked with N/A      _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AAS in Nursing degree requirement					
14. Coordinate with Affected Units: Faculty listserv Department, School, or College  _____ Initiator Signature      _____ Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Provides clinical experiences to reinforce learning in NURS A220. Students use nursing process as they provide care for the childbearing woman, newborn, and family along the health-illness continuum and prioritized using Maslow's Hierarchy. Clinical experiences occur in selected acute and ambulatory perinatal care settings with focus on providing developmentally and culturally sensitive nursing care for low-risk and selected high-risk perinatal patients and their families. Students are expected to demonstrate competence in performance of psychomotor and critical thinking skills while providing care for two or more patients, including discharge planning.					
17a. Course Prerequisite(s) (list prefix and number) NURS A125, NURS A125L, NURS A180; BIOL A112, BIOL A240 all with minimum grade of C. Plus DN A203, ENG A211 or ENGL A212 or ENGL A213, all with minimum grade of C or concurrent enrollment.		17b. Test Score(s) .N/A		17c. Co-requisite(s) (concurrent enrollment required) NURS A220, NURS A221, NURS A222, NURS A222L	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Current admission as third semester AAS Nursing studen. One social science elective with a minimum grade of C or concurrent enrollment.			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action					

Initiator (faculty only) _____ Date _____  Initiator (PRINT NAME) _____  _____ Approved _____ Disapproved: _____ Department Chairperson      Date	_____ Approved _____ Disapproved: _____ Dean/Director of School/College      Date  _____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson      Date  _____ Approved _____ Disapproved: _____ Provost or Designee      Date
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Update CCG including minor changes in course description, decrease in course credits and contact hours based on changes in RN test-plan and the heavy use of perinatal clinical sites due to increasing admissions into nursing education programs.

\_\_\_\_\_  
Initiator (faculty only) Date

\_\_\_\_\_  
Initiator (PRINT NAME)

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate Academic Board Chairperson Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee Date

**University of Alaska Anchorage, School of Nursing**  
Course Content Guide

**I. Date of Initiation:** Spring 2008

**II. Curriculum Action Request Information:**

School/College: College of Health and Social Welfare, School of Nursing  
 Course Number: NURS A220L  
 Course Title: Perinatal Nursing Lab  
 Prerequisites: NURS A125, NURS A125L, NURS A180; BIOL A112 and BIOL A240 all with minimum grade of C. Plus DN A203, ENGL A211 or ENGL A212 or ENGL A213 each with a minimum grade of C or concurrent enrollment.  
 Co-requisites: NURS A220, NURS A221, NURS A222, NURS A222L  
 Number of Credits: 1 (0+3)  
 Grading Basis: P/NP  
 Course Fees: Yes  
 Other Restrictions: AAS Nursing Major  
 Registration Restrictions: Current Admission to third semester Associate of Applied Science Nursing Program. Completion of one social science elective with a minimum grade of C or concurrent enrollment.

Implementation Date: **Spring 2009**

Course Description: Provides clinical experiences to reinforce learning in NURS A220. Students use nursing process as they provide care for the childbearing woman, newborn, and family along the health-illness continuum and prioritized using Maslow's Hierarchy. Clinical experiences occur in selected acute and ambulatory perinatal care settings with focus on providing developmentally and culturally sensitive nursing care for low-risk and selected high-risk perinatal patients and their families. Students are expected to demonstrate competence in performance of psychomotor and critical thinking skills while providing care for two or more patients, including discharge planning.

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

1. Plan, provide and supervise student experiences in a variety of inpatient & outpatient clinical experiences related to nursing care of the childbearing woman, her newborn, and her family along the health-illness continuum.
2. Guide students in developing the knowledge and skills to select appropriate health promotion and intervention strategies as they provide developmentally and culturally appropriate, collaborative care for the perinatal patient.

**IV. Student Outcomes and Assessment Measures:**

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

<b>Student Outcomes:</b>	<b>Assessment Measures</b>
1. Integrate skills/knowledge from previous nursing courses to assess, plan, implement and evaluate appropriate prioritized nursing interventions for the perinatal family.	Inpatient and outpatient clinical experiences Written assignments Perinatal care plans/maps
<b>Student Outcomes, continued</b>	<b>Assessment Measures, continued</b>

2. Demonstrate communication techniques which promote a positive perinatal experience for the patient and her family.	Inpatient and outpatient clinical experiences Written assignments Discussion
3. Provide nursing care that is sensitive to and incorporates the patient's developmental stage, personal/family culture, choices, and values within legal, ethical and professional standards of nursing practice.	Inpatient and outpatient clinical experiences Written assignments Discussion
4. Prioritize and implement nursing care for low-risk and selected high-risk perinatal patients and their families using Maslow's Hierarchy of Needs as appropriate.	Inpatient and outpatient clinical experiences Written assignments Discussion
5. Implement patient/family teaching plans that incorporate pertinent aspects of development, are prioritized by individual teaching needs, and include applicable risk factors for the perinatal patient and her family.	Inpatient and outpatient clinical experiences Written assignments: Including a Teaching/Learning Project Discussion
6. Analyze the effectiveness of implemented nursing care for the perinatal patient while modifying nursing care to achieve desired expected outcomes.	Inpatient and outpatient clinical experiences Written assignments Discussion

**V. Course Level Justification:**

Provides the third year AAS Nursing student with essential clinical experiences to apply the information and knowledge gained in NURS A220 in providing safe, effective, and appropriate care of the perinatal patient and family.

**VI. Topical Course Outline:**

Practice learning experiences in selected acute and ambulatory perinatal care settings with focus on the care of low-risk and selected high-risk perinatal patients and their families. Practice learning experiences provided are related to the content/topic areas in NURS A220, the theory portion of Perinatal Nursing.

**VII. Suggested Textbook:**

Lowdermilk, D., & Perry, S. (2006). *Maternity nursing* (7<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.

**VIII. Bibliography:**

Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). (2003). *Standards of professional nursing practice in care of women and newborns*, (6<sup>th</sup> ed.). Washington, DC: AWHONN.

Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). (2006).

- Antepartum/intrapartum fetal heart rate monitoring: Clinical competencies and education guide.* (4<sup>th</sup> ed.). Washington, DC: AWHONN.
- Bingham, R. (2007). *Annotated bibliography of National Institute of Nursing Research findings on women's health in pregnancy and childbirth, 2007 update.* *JOGNN*, 36(3), 275-78.
- Carpenito, L. (2006). *Nursing diagnosis: Application to clinical practice.* (11<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins.
- Cashion, K., & Crum, K. (2007). *Virtual clinical excursions: Obstetrics.* St. Louis, MO: Elsevier Saunders.
- Davidson, M., London, M., & Ladewig, P., (2008). *Maternal-newborn nursing and women's health across the lifespan* (8<sup>th</sup> ed.). Saddle River, NJ: Pearson Prentice Hall.
- Department of Health and Human Services. (n.d.). *Feeding baby with breast milk or formula.* Retrieved Oct. 31, 2007 at [www.fda.gov/opacom/lowlit/feedbby.pdf](http://www.fda.gov/opacom/lowlit/feedbby.pdf)
- Gilbert, E. (2007). *Manual of high risk pregnancy and delivery.* St. Louis, MO: Elsevier Mosby.
- Gregory, D. (2006). *Case studies in maternity and women's health.* Clifton Park, NY: Thomson Delmar Learning.
- Hogan, M. (2007). *Maternal-newborn nursing: Reviews & rationales.* Upper Saddle River, NJ: Pearson Prentice Hall.
- London, M., Ladewig, P., Ball, J., & Bindler, R. (2007). *Maternal and child nursing care* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Mahlmeister, L. (2007). Best practice in perinatal nursing. *Journal of Perinatal and Neonatal Nursing*, 21(3), 186-188.
- Piotrowski, K. (2006). *Study guide to accompany maternity nursing* (7<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.
- Swenson, D. (2006). *Telephone triage for the obstetric patient.* Philadelphia: Elsevier Saunders.
- U.S. Preventive Services Task Force. (2007). Screening for elevated blood lead levels in children and pregnant women: Recommendation statement. *The American Journal for Nurse Practitioners*, 11(9), 32-34, 37-39.



**University of Alaska Anchorage**  
**School of Nursing**  
Course Content Guide

**I. Date of Initiation:** Spring 2008

**II. Course and Curriculum Action Request Information:**

School/College: College of Health and Social Welfare, School of Nursing  
 Course Number: NURS A221  
 Course Title: Advanced Parenteral Therapy Lab  
 Grading Basis: P/NP  
 Prerequisites: NURS A125, NURS A125L, NURS A180; BIOL A112, BIOL A240 all with minimum grade of C. Plus DN A203, ENG A211 or ENGL A212 or ENGL A213, each with a minimum grade of C or concurrent enrollment.  
 Co-requisites: NURS A220, NURS A220L, NURS A222, NURS A222L  
 Number of Credits: 1 (0+2)  
 Course Fees: Yes  
 Other Restrictions: Third semester AAS Nursing major  
 Registration Restrictions: Current admission to third semester AAS Nursing Program. Completion of one social science elective with minimum grade of C or concurrent enrollment.  
 Implementation Date: Spring 2009  
 Course Description: Lab-based course where students apply nursing process and knowledge of intravenous (IV) therapy, nutritional support, and pain management, learned in previous nursing courses, to advanced concepts in the management of therapeutic interventions administered via the parenteral route. Emphasizes theoretical content and psychomotor skills related to advanced intravenous and parenteral therapies along the health-illness continuum, across the lifespan and applicable in multiple healthcare settings. Utilizes presentation, seminar, demonstration, supervised practice, return demonstration, and directed self-learning.

**III. Instructional Goals:**

The instructor will:

1. Provide students with a variety of lab practice experiences related to safe administration of advanced parenteral therapy in patients.
2. Demonstrate, supervise and evaluate students in the hands-on development of the knowledge and skills necessary to administer intravenous fluids and other advanced parenteral therapy to patients.

**IV. Student Outcomes and Assessment Measures:**

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

<b>Student Outcomes:</b>	<b>Assessment Measures</b>
1. Utilize nursing process in assessing, implementing and evaluating safe initiation	Lab experiences Written assignments

and maintenance of intravenous therapy.	Discussion
<b>Student Outcomes, continued</b>	<b>Assessment Measures, continued</b>
2. Apply nursing considerations and standards of care related to intravenous fluid therapy and intravenous drug administration.	Lab experiences Written assignments Discussion
3. Formulate nursing diagnoses, expected outcomes and interventions appropriate for individuals receiving infusions via central venous access devices.	Lab experiences Written assignments Discussion
4. Determine the nursing care priorities for the individual undergoing transfusion therapy.	Lab experiences Written assignments Discussion
5. Describe the standards of care for patients receiving intravenous, epidural, and patient-controlled analgesia.	Lab experiences Written assignments Discussion

#### V. Course Level Justification:

Provides the second year AAS Nursing students with essential information, knowledge, and skills needed by the registered nurse in order to provide safe, effective, and appropriate nursing care for the patient receiving advanced parenteral therapy.

#### VI. Topical Course Outline

##### A. Peripheral Venipuncture and Advanced Concepts in Intravenous Therapy:

1. Identification of peripheral veins appropriate for venipuncture
2. Identification of correct steps in performing venipuncture & site care
3. Standards of care of IV site management and IV push medications
4. Complications of IV therapy

##### B. Central Venous Infusion Therapy:

1. Short and long term central venous access devices
2. Complications of central venous therapy and nursing priorities for management and prevention of complications
3. Nursing management of total parenteral nutrition

##### C. Blood Component Therapy:

1. Implications for blood component therapy
2. Nursing assessment before, during, and after blood transfusion

##### D. Special Analgesia Techniques:

1. Epidurals, patient controlled analgesia, and continuous opioid infusions for pain management

2. Assessment & management of complications of special analgesia techniques

**VII. Suggested Textbooks:**

Adams, M., Josephson, D., & Holland, L.N. (2005). *Pharmacology for nurses: A pathophysiologic approach*. Upper Saddle River, NJ: Pearson Prentice Hall.

Elkin, M., Perry, A., & Potter, P. (2008). *Nursing interventions and clinical skills* (4<sup>th</sup> ed. or newest). St. Louis, MO: Elsevier Mosby.

Pepid, Inc. (2008). RN student clinical companion suite, (Version 9.0 or most recent) [PDA software and online interface]. Evanston, IL: Pepid, Inc., LLC.

Phillips, L. (2005). *Manual of IV therapeutics* (4<sup>th</sup> ed. or newest). Philadelphia: F.A. Davis.

**VIII. Bibliography:**

Hodgson, B., & Kizior, R. (2008). *Saunders nursing drug handbook*. St. Louis, MO: Elsevier Saunders.

Josephson, D.L. (2004). *Intravenous infusion therapy for nurses*. Clifton Park, NY: Thomson Delmar Learning.

Millam, D., & Hadaway, L. (2004). On the road to successful I.V. starts. *Nursing 2004*, 33(1), 1-14.

Morris, D. (2006). *Calculate with Confidence* (4<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.

Olsen, J., Giangrasso, A., & Shrimpton, D. (2008). *Medical dosage calculations*. Upper Saddle River, NJ: Pearson Prentice Hall.

Smith, S.F., Duell, D.J., & Martin, B.C. (2008). *Clinical nursing skills*. Upper Saddle River, N.J.: Pearson Prentice Hall.



## **COURSE CONTENT GUIDE**

**Department:** Fire and Emergency Services      **Date:** August 28, 2008  
**Course Number:** FIRE A121  
**Course Title:** Fire Behavior and Combustion  
**Credits:** 3 credits

**I. Course Description:**

Presents the theories and fundamentals of how and why fires start, why they spread, and how they are controlled.

**II. Course Design:**

- A. This course is designed for entry-level fire science students.
- B. Credits: 3
- C. Total time of student involvement 135 hours:
  - Lecture: 45 total hours
  - Outside: 90 total hours
- D. FIRE A121 is required for Fire and Emergency Service Technology AAS degree.
- E. There is a special fee associated with this course.
- F. This course may be taught in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. This course is coordinated with extended sites, UAF Fire and Emergency Services, and Listserve.
- I. This course introduces students to fire and emergency services fire behavior.

**III. Course Activities:**

This course is conducted with classroom lecture, assignments, exams, and discussions.

**IV. Course Prerequisites:**

MATH A105 Intermediate Algebra

**V. Course Evaluation:**

This course will be graded on an A-F basis. The grade will be determined by weekly homework, attendance and participation, quizzes, and exams. Grading criteria will be discussed the first class period.

## **VI. Course Curriculum:**

- 1.0 Safety
  - 1.1 Campus
  - 1.2 Classroom and laboratory
  
- 2.0 Review of basic principles
  - 2.1 Units of measurement
  - 2.2 Algebra
  - 2.3 Atoms
  - 2.4 Elements
  - 2.5 Compounds
  - 2.6 Solutions
  - 2.7 Chemical equations
  
- 3.0 Matter
  - 3.1 Physical states of matter
  - 3.2 Changing states of matter
  
- 4.0 Fire and the Physical World
  - 4.1 Definitions
  - 4.2 Applications
  - 4.3 Heat of combustion
  - 4.4 Heat capacity
  
- 5.0 Gaseous Combustion
  - 5.1 Oxidation reaction
  - 5.2 Flammable range
  
- 6.0 Liquid Combustion
  - 6.1 Flash point
  - 6.2 Fire point
  - 6.3 Ignition temperature
  
- 7.0 Solid Combustibles
  - 7.1 Pyrolysis
  - 7.2 Char
  
- 8.0 Heat Rate Release
  - 8.1 Heat capacity
  - 8.2 Flame height
  
- 9.0 Heat Transfer
  - 9.1 Conduction
  - 9.2 Convection
  - 9.3 Radiation

9.4 Direct flame

10.0 Pool Fires

11.0 Ignition

11.1 Spontaneous

11.2 Auto

11.3 Pilot

11.4 Heat flux

13.0 Fire Development

13.1 Flashover

13.2 Backdraft

13.3 Incipient

14.0 Modeling

## VII. Suggested Texts:

Drydale, D. (2000). *An introduction to fire dynamics* (2nd ed.). Hoboken, NJ: Wiley and Sons.

Kenley, S. (1995). *Flammable hazardous materials* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

**NOTE: A new text, Fire Dynamics, is scheduled to be published by Pearson Education in August 2010. It is currently working its way through review.**

## VIII. Bibliography:

Friedman, R. (1998). *Principles of fire protection chemistry and physics* (3rd ed.). Quincy, MA: NFPA.

Quintiere, J. (1998). *Principles of fire behavior*. Albany, NY: Delmar.

**NOTE: These texts are accepted as the standard and rarely is a new text written on this subject since fire behavior and combustion is a constant science.**

## IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal: This course is designed to introduce the fundamentals of fire behavior and combustion.

B. Student Outcomes/Assessment Procedures

<b>Student Outcomes</b> <b>After successful completion of the course, the student will be able to:</b>	<b>Assessment Procedures</b>
Identify physical properties of the three states of matter.	Class participation Written assignments
Identify and compare the characteristics of fire based on the relationships of energy, chemical reactions, and the characteristics of matter.	Class participation Written assignments
Determine the process of burning based on the physical and chemical properties of the fuel.	Class participation Written assignments
Define terms associated with fire behavior.	Class participation Written assignments Performance tests
Compare methods and techniques of fire extinguishments and strategies	Class participation Written assignments
Use mathematics and chemistry to determine fire behavior in liquids, solids, and gases.	Class participation Written assignments Performance tests



**UNIVERSITY OF ALASKA ANCHORAGE  
KENAI PENINSULA COLLEGE  
COURSE CONTENT GUIDE**

- I. DATE:** Spring, 2009
- II. The Art And History of Brewing**
- III. C.A.R. INFORMATION:**
  - College:** Kenai Peninsula College
  - Course Subject/Course Number:** CED A157
  - Number of Credits:** 1 (Contact hours 1+0)
  - Course Program Title:** The Art and History of Brewing
  - Grading Basis:** P/NP
  - Course Description:** Introduces the basic brewing process, the styles of beer, their historical and regional origins, and their presentation and pairing with food. Includes field trips to local breweries. Students must be 21 or older to enroll.
  - Course Prerequisite:** None
  - Restrictions:** Must be 21 or older to enroll.
  - Fee Amount:** Yes

**IV. COURSE DESIGN**

**1. Instructional Goals, Student Outcomes and Assessment Procedures**

**Instructional Goal:**

- 1.0 Relate the history and process of brewing beer.
- 1.1 Describe the various styles of beer, including the proper methods of presentation and pairing with foods.
- 1.2 Explain the actual process of small-scale craft brewing during field trips to local breweries.
- 1.3 Demonstrate the process of evaluating selected beers in accordance with provided style guidelines.

**Note:** Instructor must have completed ServSafe Alcohol Server training and be licensed by the state of Alaska to serve alcohol. A UAA Request for Serving Beer/Wine form must be submitted and approved each semester prior to the class being taught.

**Student Outcomes and Assessment Procedures:**

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
1.0 Describe the history and process of brewing beer	Answer oral questions in class.
1.1 Compare and contrast the various styles of beer, including proper methods of presentation and pairing with foods.	Answer oral questions during in class tastings.

1.2 Become familiar with the actual process of small-scale craft brewing	Attend demonstration at local brewery.
1.3. Demonstrate the process of evaluating selected beers in accordance with provided style guidelines.	Complete a written evaluation of a beer during the final class

## 2. Guidelines for Evaluation:

To receive a passing grade:

Attend class.

Participate in classroom discussions and field trips.

Demonstrate the proper use of the rating sheet and techniques for evaluating beer at the final in-class tasting.

## 3. Course Level Justification: Introductory course.

## 4. Topical Course Outline

- A. History of brewing
- B. Science of brewing
- C. Characteristics & flavors of beer styles
- D. Presentation & pairing beer with food
- E. Visit a craft brewery
- F. Evaluate a beer selected by the instructor.

**5. Text:** Oliver, Garrett. *The Brewmaster's Table: Discovering the Pleasures of Real Beer with Real Food*. New York: Ecco, 2003. Various handouts will also be provided to the students.

## 6. Bibliography:

- Arnold, John P. *Origin and History of Beer and Brewing*. Cleveland: Beerbooks.com, 2005 Reprint Edition.
- Beaumont, Stephen. *A Taste for Beer*. Darby: Diane Pub Co, 1995.
- Hough, James S., D.E. Briggs, and R. Stevens. *Malting and Brewing Science, Volumes I & II*. New York: Springer, 2006.
- Jackson, Michael. *Michael Jackson's Beer Companion: The World's Great Beer Styles, Gastronomy, and Traditions*. Philadelphia: Running Press Book Publishers; 2<sup>nd</sup> edition, 2000.
- Mosher, Randy. *Radical Brewing: Recipes, Tales and World-Altering Meditations in a Glass*. Boulder: Brewers Publications, 2004.
- Ogle, Maureen. *Ambitious Brew: The Story of American Beer*. New York: Harcourt Inc, 2006.
- Palmer, John J. *How to Brew: Everything You Need to Brew Beer Right the First Time*. Boulder. Brewers Publications, 2006.
- Papazian, Charlie. *The Complete Joy of Homebrewing Third Edition*. New York: Harper Collins, 2003.
- Protz, Roger. *The Ale Trail*. Denver: Chautauqua Inc, 1996.
- Saunders, Lucy. *The Best of American Beer & Food: Pairing & Cooking with Craft Beer*. Boulder: Brewers Publications, 2007.

- Smith, Greg. *Beer: A History of Suds and Civilization from Mesopotamia to Microbreweries*. New York: Avon, 1995.
- Van Munching, Philip. *Beer Blast: The Inside Story of the Brewing Industry's Bizarre Battles for Your Money*. New York: Random House, 1997.
- Wells, Ken. *Travels with Barley: A Journey through Beer Culture in America*. New York: Free Press, 2004.



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division		1c. Department Civil Engineering	
2. Course Prefix CE	3. Course Number A438	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Design of Civil Engineering Systems Design of CE Systems <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats 0      Max Credits n/a		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Make this course the BSCE capsone.			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Spring/2009      To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with n/a <input type="checkbox"/> Stacked with n/a      _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Science in Civil Engineering					
14. Coordinate with Affected Units:      UAA Faculty list serve Department, School, or College <div style="text-align: right;">_____ Initiator Signature      _____ Date</div>					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Capstone course in which civil engineering students collaborate in multi-disciplinary teams to design a complex civil engineering system that meets client needs while protecting public health and safety using knowledge and skills learned in their undergraduate curriculum.					
17a. Course Prerequisite(s) (list prefix and number) n/a		17b. Test Score(s) n/a		17c. Co-requisite(s) (concurrent enrollment required) n/a	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Faculty permission, based on evidence that the student will complete all BSCE graduation requirements within the calendar year.		
18. <input type="checkbox"/> Mark if course has fees n/a					
19. Justification for Action This course requires approval as the General Education Requirement capstone course for the Bachelor in Science of Civil Engineering degree program.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

**UNIVERSITY OF ALASKA ANCHORAGE  
SCHOOL OF ENGINEERING**

**COURSE CONTENT GUIDE**

**Date:** 10/13/08 REVISED

**Department:** Civil Engineering

**Course Prefix, Number, and Title:** CE A438 Design of Civil Engineering Systems

**I. Course Description**

Capstone course in which civil engineering students collaborate in multi-disciplinary teams to design a complex civil engineering system that meets client needs while protecting public health and safety using knowledge and skills learned in their undergraduate curriculum.

**II. Course Design**

A. **Fundamental intent:** Provide civil engineering undergraduate students with a capstone design experience and present information important to employment and success as a professional engineer in practice.

B. **Number of Semester Credits:** Three (3)

C. **Course schedule:** Standard semester timeframe.

D. **Lecture hours/week:** Three (3)

E. **Laboratory hours/week:** N/A

F. **Total time of work expected outside of class:** Five (5) to eight (8) hours per week.

G. **Programs that require this course:** Bachelor of Science in Civil Engineering

H. **Grading:** A-F

I. **Coordination with affected units:** UAA faculty listserv

J. **Justification for action:** This course requires approval as the General Education Requirement capstone course for the Bachelor in Science of Civil Engineering degree program.

K. **Prerequisite:** N/A

L. **Registration Restrictions:** Faculty permission, based on evidence that the student will complete all BSCE graduation requirements within the calendar year.

**III. Course level justification**

Students are required to apply knowledge from courses completed in the 3<sup>rd</sup> year of an ABET-accredited civil engineering Bachelor of Science degree program.

**IV. Course Outline**

- A. Introduction to the project
- B. Job hunting skills
- C. Team concepts and team building
- D. Construction drawings
- E. Specification writing
- F. Design codes, regulations, regulators
- G. Professional engineering volunteer organizations
- H. Project management
- I. Safety considerations in civil design
- J. Legal consideration in civil design
- K. Professional registration and the business of civil engineering
- L. Engineering ethics
- M. Public presentation

**V. Instructional Goals and Student Outcomes**

- A. Instructional Goals. The instructor will:
  - 1. Enable students to understand and apply concepts, principles, and skills learned in the undergraduate civil engineering curriculum, and
  - 2. Prepare senior civil engineering students for professional practice.
- B. Student Outcomes and Assessment Methods

<b>CE A438 Student Learning Outcomes and Corresponding Methods of Assessment</b>	
<b>Outcome</b>	<b>Method of Assessment</b>
1. Ability to identify problems and opportunities, develop related engineering design criteria, and formulate alternative solutions to meet client needs while protecting public health and safety using knowledge and skills learned in the civil engineering undergraduate curriculum	Faculty and client evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
2. Ability to function effectively on multi-disciplinary teams engaged in collaborative and iterative design of a complex civil engineering system with conflicting technical, social, economic, and aesthetic objectives	Faculty evaluation of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports. Peer evaluations of team performance.

<p>3. Understanding of the professional, legal, and ethical responsibilities of practicing civil engineers</p>	<p>Faculty evaluation of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.</p>
<p>4. Recognition of the need for and ability to engage in life-long learning in the context of civil engineering professional practice</p>	<p>Faculty evaluation of work products with emphasis on evidence of self initiated learning of principles not covered in the curriculum to obtain needed information to solve the design problem.</p>
<p>5. Ability to communicate effectively with engineering drawings and technical visualizations, construction specifications, written technical reports, and public oral presentations</p>	<p>Faculty evaluation of interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports</p>

VI. **Course Activities:** Students work together in teams to design a large scale civil engineering system to meet the needs of a client. Efforts are made to secure a client that is willing to provide the support of the design engineer or design engineering organization that will eventually finalize the project. In addition to the project, weekly lectures cover general topics of concern to practicing engineers. See the Section IV for a typical course outline. Half of the lecture time is spent covering the listed topics. The remaining time is spent in a “staff meeting” to discuss the project and its progress.

VII. **Course Evaluation:** No exams are given in this course. Grades are based on individual and group performance relative to the assigned project. The instructor(s) are to implement a performance assessment process that is similar to that which would be used for employee performance evaluation in a commercial or agency engineering office that consists of faculty and client evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.

VIII. **Suggested Text:** Students will use a variety of reference material, codes and regulations that are applicable to the project of the year.

IX. **Alternative texts and references**

Choi, Y., (2004). *Principles of Applied Civil Engineering Design*, American Society of Civil Engineers.

2008, “ACI 318 Building Code Requirements for Structural Concrete”, American Concrete Institute.

2005, “ASCE 7 Minimum Design Loads for Buildings and Other Structures”, American Society of Civil Engineers.

2008, “ASTM Standards in Building Code”, American Society for Testing and Materials.

“International Building Code”, *Manual of Steel Construction: LRFD*, American Institute for Steele Construction, 5<sup>th</sup> edition. International Building Code Council

2005, “National Design Specifications for Wood Construction”, American Wood Council.