I. Roll
( ) Dave Fitzgerald (CBPP) ( ) Ira Ortega (COE) ( ) Christina Stuive (SA) ( ) Adjunct vacancy
( ) Paola Banchero (CAS) ( ) Jeffrey Callahan (CTC) ( ) Francisco Miranda (FS CAS) ( ) USUAA vacancy
( ) Mari Ippolitio (CAS) ( ) Utpal Dutta (SOE) ( ) Alberta Harder (FSAL) Ex-Officio Members:
( ) Barbara Harville(CAS) ( ) Michael Hawfield (KPC) ( ) Soren Orley (FSAL) ( ) Susan Kalina
( ) Len Smiley (CAS) ( ) Kevin Keating (LIB) ( ) FS at large vacancy ( ) Lora Volden
( ) Vacant (COH) ( ) Joan O’Leary (Mat-su) ( ) Kathryn Hollis Buchanan(Kodiak) ( ) S&P
( ) Eileen Weatherby (COH) ( ) Thia Falcone (Adjunct)

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

III. Approval of Meeting Summary (pg. 4-6)

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald
B. GERC

VI. Program/Course Action Request- Second Readings
Chg ART A261 History of Western Art I (3 cr)(3+0)(pg. 7-16)
Chg ART A262 History of Western Art II (3 cr)(3+0)(pg. 17-26)
Chg ART A360A History of Non-Western Art I (3 cr)(3+0)(pg. 27-37)
Chg ART A360B History of Non-Western Art I (3 cr)(3+0)(pg. 38-48)
Chg ART A366 Asian Art (3 cr)(3+0)(pg. 49-53)
Chg ART A367 History of Photography (3 cr)(3+0)(pg. 54-57)
Chg ART A392 Selected Topics in Art Education (1-3 cr)(1-3+0)(pg. 58-62)
Chg ART A403 Arts and Technology (3 cr)(3+0)(pg. 63-68)
Chg ART A404 Diversity and Visual Culture (3 cr)(3+0)(pg. 69-74)
Chg ART A491 Senior Seminar (3 cr)(3+0)(pg. 75-79)
Chg ART A492 Art History Seminar (3 cr)(3+0)(pg. 80-87)
Chg ENGL A312 Advanced Technical Writing (3 cr)(3+0)(pg. 88-94)

VII. Program/Course Action Request- First Readings
Chg ART A212 Beginning Watercolor (3 cr)(0+6)(pg. 95-99)
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<td>Chg ART A412</td>
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<td>Chg MILS A101</td>
<td>Leadership and Personal Development</td>
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<td>(1+0)</td>
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<td>Chg MILS A102</td>
<td>Introduction to Tactical Leadership</td>
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<td>Chg AAS, Culinary Arts</td>
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<td>Chg BA, Hospitality Restaurant Management</td>
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</table>
Add  PTA A101 Fundamental of Physical Therapy (2 cr)(2+0)(pg. 263-267)
Add  PTA A105 Tests and Measures (3 cr)(1.5+3)(pg. 268-272)
Add  PTA A110 Kinesiology and Biomechanics (3 cr)(2+2)(pg. 273-276)
Add  PTA A120 Rehabilitation I (3 cr)(1.5+3)(pg. 277-281)
Add  PTA A130 Physical Therapy Interventions I (4 cr)(2+4)(pg. 282-287)
Add  PTA A150 Psychosocial Aspects of Health Care (2 cr)(2+0)(pg. 288-291)
Add  PTA A195 Clinical Practicum I (1 cr)(0+3)(pg. 292-296)
Add  PTA A210 Therapeutic Exercise (4 cr)(2+4)(pg. 297-300)
Add  PTA A220 Rehabilitation II (3 cr)(1.5+3)(pg. 301-305)
Add  PTA A230 Physical Therapy Interventions II (4 cr)(2+4)(pg. 306-310)
Add  PTA A250 Neurological Interventions Across the Lifespan (3 cr)(2+2)(pg. 311-315)
Add  PTA A292 Physical Therapist Assistant Seminar (2 cr)(2+0)(pg. 316-320)
Add  PTA A295A Clinical Practicum II (5 cr)(0+15)(pg. 321-326)
Add  PTA A295B Clinical Practicum III (5 cr)(0+15)(pg. 327-331)
Add  AAS, Physical Therapist Assistant (pg. 332-335)
Chg  ACCT A102 Principles of Financial Accounting II (3 cr)(3+0)(pg. 343-350)
Chg  ACCT A120 Bookkeeping for Business I (3 cr)(3+0)(pg. 351-357)
Chg  ACCT A210 Income Tax Preparation (3 cr)(3+0)(pg. 358-362)
Chg  ACCT A222 Introduction to Computerized Accounting (3 cr)(3+0)(pg. 363-368)
Chg  ACCT A225 Payroll Accounting (3 cr)(3+0)(pg. 369-373)
Chg  ACCT A230 Workpaper Preparation and Presentation (3 cr)(3+0)(pg. 374-378)
Chg  ACCT A295 Entry-Level Accounting Internship (3 cr)(0+9)(pg. 379-383)

VIII. Old Business

IX. New Business
A. CAR Form (pg. 384)
B. Curriculum Handbook Edits (pg. 385-391)

X. Informational Items and Adjournment
I. Roll
(x) Dave Fitzgerald (CBPP)  (x) Ira Ortega (COE)  (e) Christina Stuive (SA)  ( ) Adjunct vacancy
(x) Paola Banchero (CAS) (x) Jeffrey Callahan (CTC) (x) Francisco Miranda (FS CAS) ( ) USUAA vacancy
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(x) Eileen Weatherby (COH) (e) Thia Falcone (Adjunct)

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

III. Approval of Meeting Summary (pg. 3-5)
Approved

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

Report posted to agenda website
Thanked everyone for participating in the Provost search. The Chancellor is hoping to have a decision by the end of December.
Legal programs and Special Education programs have been approved by NWCCU

B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald

Discussed courses with OAA approved dates

B. GERC

Did not meet today

VI. Program/Course Action Request- Second Readings
Chg AKNS A290 Topics in Alaska Native Studies (1-3)(1-3+0)(pg. 6-10)
Unanimously Approved

Chg AKNS A490 Advanced Topics in Alaska Native Studies (1-3)(1-3+0)(pg. 11-15)
Unanimously Approved

Chg Associate of Applied Science in Nursing (pg. 16-26)
Unanimously Approved

Add CIS A250 Basic Web Page Design and Development
(stacked with CIS A350)(3 cr)(3+0)(pg. 27-31)
11 For
0 opposed
1 Abstain

Add CIS A350 Advanced Web Page Design and Development
(stacked with CIS A250)(3 cr)(3+0)(pg. 32-37)
11 For
0 opposed
1 Abstain
Add HIST A308 Europe in the High Middle Ages (3 cr)(pg. 38-45)
Unanimously Approved

Add HIST A336 Latin America to 1800 (3 cr)(pg. 46-53)
Unanimously Approved

Add HIST A338 Modern Latin America (3 cr)(pg. 54-62)
Unanimously Approved

VII. Program/Course Action Request- First Readings

AAS, Small Business Administration Catalog Asterisk (pg. 63-64)
Motion: To remove the two asterisks as a minor catalog change.
Unanimously Approved

Chg ENGL A312 Advanced Technical Writing (3 cr)(3+0)(pg. 65-71)
Accepted for first reading, going to GERC

Chg ART A366 Asian Art (3 cr)(3+0)(pg. 72-77)
Chg ART A367 History of Photography (3 cr)(3+0)(pg. 78-81)
Chg ART A392 Selected Topics in Art Education (1-3 cr)(1-3+0)(pg. 82-91)
Chg ART A403 Arts and Technology (3 cr)(3+0)(pg. 92-98)
Chg ART A404 Diversity and Visual Culture (3 cr)(3+0)(pg. 99-104)

All ART courses are accepted for first reading

Chg ART A491 Senior Seminar (3 cr)(3+0)(pg. 105-110)
Accepted for first reading, going to GERC

Chg ART A492 Art History Seminar (3 cr)(3+0)(pg. 111-121)
Accepted for first reading

Chg ART A499 Thesis (3 cr)(0+6)(pg. 122-132)

Chg GEOL A490 Advanced Topics in Geology (Stacked with GEOL A690) (1-4 cr)(1-4+0)(pg. 133-142)

Chg MILS A101 Leadership and Personal Development (1 cr)(1+0)(pg. 143-147)

Chg MILS A102 Introduction to Tactical Leadership (1 cr)(1+0)(pg. 148-150)

Chg MILS A450 History of the United States Army (3 cr)(3+0)(pg. 151-155)

Chg Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis (pg. 156-163)

Chg MATH A107 College Algebra (4 cr)(4+0)(pg. 164-169)

Add MATH A430 Concepts of Topology (3 cr)(3+0)(pg. 170-173)

Chg Minor, Mathematics (pg. 174-175)

Chg Bachelor of Science, Mathematics (pg. 176)

Chg Bachelor of Arts, Mathematics (pg. 177-188)

Chg GEO A365 Geomatics Adjustment and Analysis (4 cr)(4+0)(pg. 189-193)

Chg GEO A490 Selected Advanced Topics in Geomatics (1-6 cr)(0-6+0-12)(pg. 194-197)
VIII. Old Business

IX. New Business

X. Informational Items and Adjournment
# Course Action Request

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

<table>
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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
<td>ART</td>
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<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>ART</td>
<td>A261</td>
<td>NA</td>
<td>3</td>
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**Complete Course Title**

History of Western Art I

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

**Type of Course**

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

**Type of Action:**

- Add
- Change
- Delete

**Repeat Status No # of Repeats Max Credits**

**Grading Basis**

- A-F
- P/NP
- NG

**Implementation Date**

From: Summer/2013  
To: 9999

**Cross Listed with**

- Stacked with
  - Cross-Listed Coordination Signature

**Course Description**

Origins and development of painting, sculpture, and architecture. Covers the history of art from prehistory through the Medieval Period of the Western World.

**Course Prerequisite(s)**

ENGL A111 with minimum grade of C

**Test Score(s)**

NA

**Co-requisite(s)**

NA

**Other Restriction(s)**

- College
- Major
- Class
- Level
- Registration Restrictions

**Mark if course has fees**

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

**Justification for Action**

Change in course prerequisite to meet course-level expectations.

Initiator (faculty only):

Deborah Tharp

Initiator Signed Initials: __________ Date: __________

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

**General Education Requirement**

Mark appropriate box:

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

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

NA

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

NA

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

**Justification for Action**

Change in course prerequisite to meet course-level expectations.

Initiator (faculty only):

Deborah Tharp

Initiator Signed Initials: __________ Date: __________

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Undergraduate/Graduate Academic

Board Chairperson

Date

Approved

Disapproved

Provost or Designee

Date
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<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>Mariano Gonzales</td>
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I. Initiation Date  

September 2012

II. Course Information

A. College: College of Arts and Sciences  
B. Course Title: History of Western Art I  
C. Course Subject/Number: ART A261  
D. Credit Hours: 3.0 Credits  
E. Contact Time: 3+0 Contact Time  
F. Grading Information: A-F  
G. Course Description: Origins and development of painting, sculpture, and architecture. Covers the history of art from prehistory through the Medieval Period of the Western World.  
H. Status of course relative to degree or certificate program:  
   Course required for the BA and BFA in Art and applies to GER Humanities and Fine Arts Requirements  
I. Lab Fees: YES  
J. Coordination: YES  
K. Course Prerequisites: ENGL A111 with minimum grade of C

III. Course Activities

Lectures, videos, take-home examinations, in-class testing and research papers.

IV. Evaluation

Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting from which the artwork emerged. Interpretative analysis is also expected to be mastered focusing on the formal and contextual aspects of works of art.

Criteria for Grading

To receive a grade of A (superior):  
1. Scholarship/Research: Strong, exceeding all instructor requirements  
2. Initiative: Contributions exceed assignments and demonstrate resourcefulness  
3. Cooperation: Leader in group activities; constant and spontaneous  
4. Individual Improvement: Marked and growing

To receive a grade of B (Above Average):  
1. Scholarship/Research: Accurate and complete, meets all instructor requirements  
2. Initiative: Good when stimulated by some desirable achievement  
3. Cooperation: Good in group activities  
4. Individual Improvement: Shows marks of improvement; responds to stimulation
To receive a grade of C (Average):
1. Scholarship/Research: Barely meets assignments; needs encouragement
2. Initiative: Uncertain and apparent only at times
3. Cooperation: Fair at times - lacking at other times
4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

To receive a grade of D (Below Average, but Passing):
1. Scholarship/Research: Not meeting all instructor requirements and assignments
2. Initiative: Lacking
3. Cooperation: Not effective and very irregular
4. Individual Improvement: Not noticeable

To receive a grade of F (Failure):
1. Majority of work unacceptable or missing

V. Course Level Justification
A 200-level course that builds on the department’s foundation core curriculum.

VI. Outline
A. Introductory comments
1. The Study of the History of Art
2. The Western Tradition
3. The Artistic Impulse
4. The Value of Art
   a. Material Value
   b. Intrinsic Value
   c. Religious Value
   d. Nationalistic Value
5. Art and Illusion
   a. Images and Words
   b. Traditions Equating Artists with Gods
6. Art and Identification
   a. Legends of How Art Began
   b. Image Magic
7. Architecture
8. Art Collecting
9. Archaeology and Art History
10. The Methodologies of Art History
    a. Formalism
    b. Iconography and Iconology
    c. Marxism
    d. Feminism
    e. Biography and Autobiography
    f. Semiology
    g. Deconstruction
    h. Psychoanalysis
11. The Language of Art
   a. Form
   b. Plane
   c. Line
   d. Shape
   e. Light and Color
   f. Texture

12. Stylistic Terminology

B. Prehistoric Art
   1. Western Europe: The Stone Age
   2. Upper Paleolithic
      a. Upper Paleolithic Sculpture
      b. Carving
      c. Categories of Sculpture
      d. Pigment
      e. Modeling
      f. Upper Paleolithic Painting in Spain and France
      g. Dating and Meaning of the Cave Paintings: Changing Interpretations

3. Mesolithic

4. Neolithic
   a. Malta
   b. Northern Europe
   c. The Celts
   d. Post-and-Lintel Construction

5. Rock Paintings of Australia

C. Ancient Near East
   1. The Neolithic Era
      a. Chronology of the Ancient Near East and Principal Sites
      b. Jericho
      c. Catal Hüyük
   2. Mesopotamia
      a. Mesopotamian Religion
      b. The Uruk Period
   3. From Pictures to Words: Gilgamesh
   4. Sumer: Early Dynastic Period
      a. Tell Asmar
   5. Akkad: Sargon of Akkad
   6. Neo-Sumerian Culture
      a. Lagash and the Stele of Ur-Nammu
   7. Babylon
      a. Old Babylonian Period
   8. Anatolia: The Hittites
   9. Assyria
   10. The Neo-Babylonian Empire
   11. The Scythians
   12. Achaemenid Persia
D. Ancient Egypt
1. The Gift of the Nile: Environmental Concerns
2. Religion and the Pharoahs
3. The Egyptian Concept of Kingship
4. The Egyptian View of Death and the Afterlife
5. The Old Kingdom
6. The New Kingdom
7. Tutankhamon’s Tomb
8. Egypt and Nubia

E. The Aegean
1. Cycladic Civilization
2. Minoan Civilization
3. Discoveries at Thera
4. Mycenaean Civilization

F. The Art of Ancient Greece
1. Cultural Identity
2. Government and Philosophy
   a. Women in Ancient Greece
   b. Plato’s Distrust of Artists
   c. Socrates
   d. Greek Gods and its equivalents to the Roman Pantheon
3. Literature and Drama
4. Painting and Pottery
5. Sculpture
6. The Development of Greek Architecture and Architectural Sculpture
7. Hellenistic Period

G. Etruscan Art
1. Architecture
2. Pottery and Sculpture
3. Women in Etruscan Art
4. Funerary Art

H. Ancient Rome
1. Background
   a. Virgil, Ovid, Chronology of Roman Periods
   b. The Goths
   c. Roman Architecture and Building Materials
2. Architectural Types
3. Sculptural Types
4. Mosaic and Mural Painting
5. Cross-Cultural Trends

I. Early Christian and Byzantine Art
1. A New Religion
2. The Divergence of East and West
3. Early Christian Art
4. Centrally Planned Buildings
5. Justinian and the Byzantine Style
6. The Development of the Codex
7. Later Byzantine Developments

J. The Early Middles Ages
1. Islam
2. Northern European Art
3. Hiberno-Saxon Art
4. Carolingian Period
5. Ottonian Period

K. Romanesque Art
1. Historical Background
2. Pilgrimage Roads
3. Romanesque Pilgrimage Churches
4. Developments at Autun
5. The Stave Church of Norway and Stone Interlace
6. The Italian Romanesque Cathedral Complex at Pisa
7. Mural Paintings
8. The Bayeux Tapestry

L. Gothic Art
1. The Origins of the Gothic Style in France
2. Early Gothic Architecture
3. Romanesque Precursors of Gothic
4. The Age of Cathedrals
5. Later Developments of the French Gothic Style
6. Gothic Architecture and Scholasticism
7. English Gothic
8. The Spread of Gothic

M. Proto-Renaissance Developments
1. Thirteenth-Century Italy
2. Fourteenth-Century Italy
3. The International Gothic Style

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Develop and examine the contextual background from which art works emerge within their historical and cultural settings.
2. Foster the appropriate written and communication skills in relation to the subject matter taught in this course.
3. Instruct the students in various art historical methodologies for assessing and interpreting works of art by means of application, classification and reasoned argumentation.
B. Student Learning Outcomes. The student will be able to:

<table>
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<th>Student Learning Outcomes</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Demonstrate written and oral skills</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Relate, classify and illustrate the stylistic, aesthetic, formal and historical contexts underlying the meaning and interpretation of works of art from the Prehistoric period through the Proto-Renaissance period</td>
<td>Tests, papers, and slide identification</td>
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<tr>
<td>Demonstrate an understanding of the various methodologies, significant texts, and theoretical approaches used to assess and interpret works of art</td>
<td>Tests and papers</td>
</tr>
</tbody>
</table>

VIII. Suggested Texts  Instructor will select text appropriate to his or her teaching style.


IX. Bibliography and Resources


Rosenberg, Charles M. *Art and Politics in Late Medieval and Early Renaissance Italy: 1250-1500*. South Bend, IN: University of Notre Dame Press, 1990.


## Course Action Request

**University of Alaska Anchorage**

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

---

**1a. School or College**
- AS CAS

**1b. Division**
- AFAR Division of Fine Arts

**1c. Department**
- ART

**2. Course Prefix**
- ART

**3. Course Number**
- A262

**4. Previous Course Prefix & Number**
- NA

**5a. Credits/CEUs**
- 3

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

**6. Complete Course Title**
- History of Western Art II

**Abbreviated Title for Transcript (30 character)**
- History of Western Art II

**7. Type of Course**
- ☑ Academic

**8. Type of Action:**
- ☑ Change

**If a change, mark appropriate boxes:**
- Prefix
- Credits
- Title
- Grading Basis
- Test Score Prerequisites
- Other Restrictions
- School
- Division
- College
- Major
- Other Update CCG (please specify)

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

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

**11. Implementation Date**
- From: Summer/2013
- To: /9999

**12. Cross Listed with**
- ☑

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

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

<table>
<thead>
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<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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**Initiator Name (typed): Deborah Tharp**

Initiator Signed Initials: ____________

**Date:** ____________

**13b. Coordination Email**
- Date: 11/11/11

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

**13c. Coordination with Library Liaison**
- Date: 11/11/11

**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)

Origins and development of painting, sculpture, and architecture. Covers the history of art from the Renaissance through the modern period with an emphasis on the art of the Western World.

**16a. Course Prerequisite(s) (list prefix and number)**
- ENGL A111 with minimum grade of C

**16b. Test Score(s)**
- NA

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

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

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

**17. Mark if course has fees**
- ☑

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

**19. Justification for Action**
- Change in course prerequisite to meet course-level expectations.

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<th>Disapproved</th>
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<td>Deborah Tharp</td>
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<tr>
<td>Curriculum Committee Chairperson Date</td>
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**Dean/Director of School/College:**
- Approved | Disapproved
- Date

**Undergraduate/Graduate Academic Board Chairperson:**
- Approved | Disapproved
- Date

**Provost or Designee:**
- Approved | Disapproved
- Date
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<td>Jayne Jones, Celia Anderson</td>
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I. Initiation Date
September 2012

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: History of Western Art II
C. Course Subject/Number: ART A262
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Origins and development of painting, sculpture, and architecture. Covers the history of art from the Renaissance through the modern period with an emphasis on the art of the Western World.
H. Status of course relative to degree or certificate program: Course required for BA and BFA in Art Degrees and applies to the GER Humanities and Fine Arts Requirements
I. Lab Fees: YES
J. Coordination: YES
K. Course Prerequisites: ENGL A111 with minimum grade of C

III. Course Activities
Lectures, videos, take-home examinations, in-class testing and research papers.

IV. Evaluation
Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting from which the artwork emerged. Interpretative analysis is also expected to be mastered focusing on the formal and contextual aspects of works of art.

Criteria for Grading

To receive a grade of A (superior):
1. Scholarship/Research: Strong, exceeding all instructor requirements
2. Initiative: Contributions exceed assignments and demonstrate resourcefulness
3. Cooperation: Leader in group activities; constant and spontaneous
4. Individual Improvement: Marked and growing
To receive a grade of B (Above Average):
1. Scholarship/Research: Accurate and complete, meets all instructor requirements
2. Initiative: Good when stimulated by some desirable achievement
3. Cooperation: Good in group activities
4. Individual Improvement: Shows marks of improvement; responds to stimulation

To receive a grade of C (Average):
1. Scholarship/Research: Barely meets assignments; needs encouragement
2. Initiative: Uncertain and apparent only at times
3. Cooperation: Fair at times - lacking at other times
4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

To receive a grade of D (Below Average, but Passing):
1. Scholarship/Research: Not meeting all instructor requirements and assignments
2. Initiative: Lacking
3. Cooperation: Not effective and very irregular
4. Individual Improvement: Not noticeable

To receive a grade of F (Failure):
1. Majority of work unacceptable or missing

V. Course Level Justification
A 200-level course that builds on the department’s foundation core curriculum.

VI. Outline
A. Introductory Comments
   1. The Study of the History of Art
   2. The Western Tradition
   3. The Artistic Impulse
   4. The Values of Art
      a. Material Value
      b. Intrinsic Value
      c. Religious Value
      d. Nationalistic Value
   5. Art and Illusion
      a. Images and Words
      b. Traditions Equating Artists with Gods
   6. Art and Identification
      a. Legends of How Art Began
      b. Image Magic
   7. Architecture
   8. Art Collecting
   9. Archaeology and Art History
10. The Methodologies of Art History
    a. Formalism
    b. Iconography and Iconology
c. Marxism
d. Feminism
e. Biography and Autobiography
f. Semiology
g. Deconstruction
h. Psychoanalysis

11. The Language of Art
a. Form
b. Plane
c. Line
d. Shape
e. Light and Color
f. Texture

12. Stylistic Terminology

B. Proto-Renaissance Developments
1. Thirteenth-Century Italy
2. Fourteenth-Century Italy
3. The International Gothic Style

C. The Early Renaissance
1. Italy in the Fifteenth Century
2. Early Fifteenth-Century Painting
3. Early Fifteenth-Century Sculpture
4. Second-Generation Developments
5. Fifteenth-Century Painting in Flanders

D. The Development of Perspective in the Far East

E. The High Renaissance in Italy
1. Architecture
2. Painting and Sculpture
3. Developments in Venice

F. Mannerism and the Later Sixteenth Century in Italy
1. Mannerism
2. Counter-Reformation Painting
3. Late Sixteenth-Century Architecture

G. Sixteenth-Century Painting in Northern Europe
1. The Netherlands
2. Germany

H. The Baroque Style in Western Europe
1. Developments in Politics and Science
2. Baroque Style
3. Architecture
4. Sculpture
5. Italian Baroque Painting
6. Baroque Painting in Northern Europe
7. Spanish Baroque Painting
8. French Baroque Painting

I. Rococo and the Eighteenth Century
1. Political and Cultural Background
2. The Age of Enlightenment
3. Rococo Painting
4. Rococo Architecture
5. Architectural Revivals
6. European Painting
7. American Painting

J. Neoclassicism: The Late Eighteenth and Early Nineteenth Centuries
1. The Neoclassical Style in France
2. Developments in America

K. Romanticism: The Late Eighteenth and Early Nineteenth Centuries
1. The Romantic Movement
2. Architecture
3. Sculpture
4. Figurative Painting
5. Landscape Painting

L. Nineteenth-Century Realism
1. Cultural and Political Context
2. French Realism
3. Photography
4. English Realism: The Pre-Raphaelites
5. American Realism
6. French Realism in the 1860s
7. Architecture and Sculpture

M. Nineteenth-Century Impressionism
1. Urban Renewal during the Second Empire
2. Painting
3. Sculpture
4. American Painting at the Turn of the Century
5. “Art for Art’s Sake”

N. Post-Impressionism and the Late Nineteenth Century
1. Post-Impressionist Painting
2. Symbolism
3. Fin-de-Siècle Developments

O. Turn of the Century: Early Picasso, Fauvism, Expressionism and Matisse
1. Fauvism
2. Expressionism
3. Matisse after Fauvism

P. Cubism, Futurism, and Related Twentieth-Century Styles
1. Cubism
2. Other Early Twentieth-Century Developments
3. Early Twentieth-Century Architecture

Q. Dada, Surrealism, Fantasy, and the United States between the Wars
1. Dada
2. Surrealism
3. Sculpture Derived from Surrealism
4. The United States: Regionalism and Social Realism
5. Mexico
6. Toward American Abstraction

R. Abstract Expressionism
   1. Hans Hofmann and Josef Albers and their Pedagogical Approaches
   2. Abstract Expressionism and the The New York School
   3. Figurative Abstraction in Europe
   4. Sculpture

S. Pop Art, Op Art, Minimalism, and Conceptualism
   1. Pop Art in England: Richard Hamilton
   2. Pop Art in the United States
   3. Op Art
   4. Minimalism
   5. From Happenings to Action Sculpture: Alan Kaprow and Joseph Beuys
   6. Conceptualism

T. Postmodern Concerns
   1. Art and Politics and its Surroundings in the 80s and 90s
   2. Technological Concerns
   3. A Focus on Vitaly Komar and Alexander Melamid
   4. Multiculturalism and Global Developments

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Develop and examine the contextual background from which works of art emerge within their historical and cultural settings.
   2. Foster written and communication skills in relation to the subject matter taught in this course.
   3. Instruct the students in various art historical methodologies for assessing and interpreting works of art by means of application, classification and reasoned argumentation.

B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate written and oral skills</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Relate, classify and illustrate the stylistic, aesthetic, formal and historical contexts underlying the meaning and interpretation of works of art from the Renaissance through the Post-Modern period</td>
<td>Tests, papers, and slide identification</td>
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<tr>
<td>Demonstrate an understanding of the various methodologies, significant texts, and theoretical interpretations of works of art</td>
<td>Tests and papers</td>
</tr>
</tbody>
</table>
VIII. **Suggested Texts**  Instructor will select text appropriate to his or her teaching style.


IX. **Bibliography and Resources**


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

1a. School or College  
AS CAS

1b. Division  
AFAR Division of Fine Arts

1c. Department  
ART

2. Course Prefix  
ART

3. Course Number  
A360A

4. Previous Course Prefix & Number  
NA

5a. Credits/CEUs  
3

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

6. Complete Course Title  
History of Non-Western Art I

Abbreviated Title for Transcript (30 character)  
ART 360A

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

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

If a change, mark appropriate boxes:

☐ Prefix  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Prerequisites  ☐ Co-requisites  ☐ Registration Restrictions  ☐ Other Restrictions

☐ Class  ☐ Level  ☐ College  ☐ Major  ☒ Other Update CCG (please specify)

9. Repeat Status No  # of Repeats  Max Credits  

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

11. Implementation Date  
semester/year

From: Summer/2013  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.

<table>
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<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
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Initiator Name (typed): Deborah Tharp  
Initiator Signed Initials: _________  
Date: __________________

13b. Coordination Email  
Date: 11/11/11

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

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

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)  
Emphasis on a comparative approach to non-western civilizations including Indian art, Tibetan and Southeastern art, Chinese art, and Japanese art.

16. Course Prerequisite(s) (list prefix and number)  
ENGL A111 with minimum grade of C

16b. Test Score(s)  
NA

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

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

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

17. ☒ Mark if course has fees  

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Change in course prerequisites to meet course-level expectations.

Initiator (faculty only)  
Deborah Tharp  
Initiator (TYPE NAME)

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

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

☐ Approved  ☐ Disapproved  
Curriculum Committee Chairperson  Date  Provost or Designee  Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date
   September 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: History of Non-Western Art I
   C. Course Subject/Number: ART A360A
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 3+0 Contact Time
   F. Grading Information: A-F
   G. Course Description: Emphasis on a comparative approach to non-western civilizations including Indian art, Tibetan and Southeastern art, Chinese art, and Japanese art.
   H. Status of course relative to degree or certificate program:
      Meets course requirements for BA and BFA in Art and applies to the GER Fine Arts and Humanities Requirements
   I. Lab Fees: YES
   J. Coordination: YES
   K. Course Prerequisites: ENGL A111 with minimum grade of C

III. Course Activities
   Lectures, readings, written work, and research papers.

IV. Evaluation
   Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting. Interpretative analysis focusing on the formal and contextual aspects of works of art based on a comparative approach.

Criteria for Grading

To receive a grade of A (superior):
   1. Scholarship/Research: Strong, exceeding all instructor requirements
   2. Initiative: Contributions exceed assignments and demonstrate resourcefulness
   3. Cooperation: Leader in group activities; constant and spontaneous
   4. Individual Improvement: Marked and growing

To receive a grade of B (Above Average):
   1. Scholarship/Research: Accurate and complete, meets all instructor requirements
   2. Initiative: Good when stimulated by some desirable achievement
   3. Cooperation: Good in group activities
   4. Individual Improvement: Shows marks of improvement; responds to stimulation
To receive a grade of C (Average):
1. Scholarship/Research: Barely meets assignments; needs encouragement
2. Initiative: Uncertain and apparent only at times
3. Cooperation: Fair at times - lacking at other times
4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

To receive a grade of D (Below Average, but Passing):
1. Scholarship/Research: Not meeting all instructor requirements and assignments
2. Initiative: Lacking
3. Cooperation: Not effective and very irregular
4. Individual Improvement: Not noticeable

To receive a grade of F (Failure):
1. Majority of work unacceptable or missing

V. Course Level Justification
A 300-level course that satisfies the need for a non-western art history course.

VI. Outline
A. INDIAN ART
   1. Indus Valley Civilization (Harappan Civilization)
   2. The Vedic & Maurya Periods
   3. The Period of the Shungas and Early Andhras: Stupas, Buddhist Rock-Cults, Buddhist Art, Early Buddhist Art & Figurative Buddhist Sculpture
   4. The Kushan and Later Andhra Period, The Gandhara, Mathura, & Amaravati Schools
   5. The Gupta & Post-Gupta Periods
      a. Buddhist Sculpture & Painting
      b. The Early Northern Temple
      c. Monumental Narrative Reliefs
      d. The Early Southern Temple
   6. The Early Medieval Period
      a. The Monumental Northern Temple
      b. The Monumental Southern Temple
      c. The Bhakti Movement in Art
   7. Architectural Elements: Stupas and Temples
   8. Late Medieval Period
      a. Buddhist Art, Jain Art, Hindu Art
      b. Images of Hindu Deities
      c. The Hindu Temple
   9. Mughal Period
      a. Mughal Painting & Architecture
      b. Indian Painting on Paper
      c. Rajput Painting
   10. Modern Period
a. Colonialism, Exirconation from the Colonial Yoke
b. British and European Connections
c. Contemporary Indian Identity in the Arts

B. TIBETAN AND SOUTHEASTERN ASIAN ART
   1. Tibet: Shamanism & The Tanka
   2. Java: Buddhist Stupas: Borobudur
   3. Cambodia: Khmer, Angor Thom and Angor Wat, & Hindu Connections
   4. Thailand
      a. Buddhist Sculpture
      b. Hinayana & Mahayana Buddhism

C. CHINESE ART BEFORE 1280
   1. The Middle Kingdom
   2. Neolithic Cultures: Painted Pottery & Beyond the Yellow River Valley
   3. Bronze Age China: Shang & Zhou Dynasties
   4. The Chinese Empire: Qin Dynasty
   5. Han Dynasty
      a. Taoism and Confucianism
      b. Confucianism and the State
      c. Architecture
   6. Six Dynasties: Painting, Calligraphy & Buddhism
   7. Sui and Tang Dynasties: Buddhist Art and Architecture & Figure Painting
   8. Song Dynasty: Neo-Confucianism, Landscape Painting, Southern Song, Northern Song
   9. Materials and Processes
      a. Three-Dimensional Media: Ceramics, Bronze and Piece-Mold Casting, Wood & Jade
      b. Painting: Materials and Methods, Early Painting through the Tang Dynasty, Monochrome Ink Painting, Song through Qing
      c. Architecture: Pagodas
   10. Mongol Invasions
   11. Yuan Dynasty
   12. Ming Dynasty
      a. Court and Professional Painting
      b. Gardens and Decorative Arts
      c. Architecture and City Planning
      d. Literati Painting
   13. Classifications of Chinese Painting: handscrolls, hanging scrolls, albums
   14. Qing Dynasty
      a. Orthodox Painting
      b. Individualists
   15. The Modern Period
      a. European Connections and Western Influence
      b. Rise of Communism: Mao Tse Tung - Art in Service of the State
      c. Contemporary Art: Postmodern Developments
D. JAPANESE ART BEFORE 1392
1. Prehistory Japan; Jomon Period, Yayoi and Kofun Periods, & Shinto
2. Asuka Period
3. Nara Period
4. Buddhist Influences
5. Heian Period: Esoteric Buddhism, Pure Buddhism, Poetry and Calligraphy, Secular Painting
6. Kamakura Period
   a. Pure Land Buddhist Art
   b. Zen: Painting, The Arts of Tea
   c. Garden Design
7. Joined-wood Sculpture
8. Screen Painting
9. Woodblock Prints
10. Emperors and Warriors
E. JAPANESE ART AFTER 1392
1. Muromachi Period: Ink Painting & Ryoan-ji
2. Momoyama Period: Architecture, Decorative Painting & Tea
3. Edo: Tea, Rima School, Nanga School, Zen, Maruyama-Shijo School, & Ukiyo-e Pictures of the Floating World
4. The Meiji and Modern Periods
   a. Contact with Western Europeans
   b. Modernism
   c. Contemporary Art (Postmodernism and Japanese Identity)

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Develop and examine the contextual background from which non-western art works emerge within their cultural and historical settings.
2. Foster students’ historical, critical, aesthetic, and analytical written and oral communication skills as they apply to non-western art.
3. Develop an understanding of the various historical approaches and methodologies allowing the student to effectively construct viable comparative paradigms, research techniques and interpretive approaches relevant to non-western art by using application, classification and reasoned argumentation.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze primary and secondary research materials, theoretical approaches and interpretive models pertaining to non-western art</td>
<td>Research paper</td>
</tr>
<tr>
<td>Demonstrate analytical, written and oral skills</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
</tbody>
</table>
Demonstrate an understanding of the various methodologies, significant texts, and theoretical approaches presented in course material relevant to non-western art

Tests and papers

Demonstrate a body of concepts and ideas that will effectively embody non-western art course material

Tests, papers, and in-class presentations

Assess from a comparative perspective the similarities and differences across the non-western cultures presented

Tests, papers, and in-class presentations

VIII. Suggested Texts


IX. Bibliography and Resources

**India: Before 1100**


Seth, Mira. *Indian Painting; The Great Mural Tradition*. New York, NY: Harry
India: After 1100


China Before 1280


**China After 1280**

**Japan: Before 1392**

1972.

**Japan After 1392**


**Course Action Request**

**University of Alaska Anchorage**

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

1a. School or College  
AS CAS  

1b. Division  
AFAR Division of Fine Arts  

1c. Department  
ART  

2. Course Prefix  
ART  

3. Course Number  
A360B  

4. Previous Course Prefix & Number  
NA  

5a. Credits/CEUs  
3  

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

6. Complete Course Title  
History of Non-Western Art II  

Abbreviated Title for Transcript (30 character)  

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

8. Type of Action:  
[ ] Add  
[ ] Change  
[ ] Delete  

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

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
semester/year  
From:  
Summer/2013  
To:  
/9999  

12. Cross Listed with  
[ ] Stacked with  

Cross-Listed Coordination Signature  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA ART</td>
<td>94</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>2. BFA ART</td>
<td>96</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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)  
Emphasis on a comparative approach to non-western civilizations including Islamic art, African art, art of Pacific Cultures, and art of the Americas.  

16a. Course Prerequisite(s) (list prefix and number)  
ENGL A111 with minimum grade of C  

16b. Test Score(s)  
NA  

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

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

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

17. [ ] Mark if course has fees  

18. [ ] Mark if course is a selected topic course  

19. Justification for Action  
Change in course prerequisite to meet course-level expectations.  

Initiator (faculty only)  
Deborah Tharp  
Initiator Signed Initials:  
Date:  

[ ] Approved  
[ ] Disapproved  

Dean/Director of School/College  
Date:  

[ ] Approved  
[ ] Disapproved  

Undergraduate/Graduate Academic Board Chairperson  
Date:  

[ ] Approved  
[ ] Disapproved  

Provost or Designee  
Date:  

38
I. Initiation Date  
September 2012

II. Course Information
A. College: College of Arts and Sciences  
B. Course Title: History of Non-Western Art II  
C. Course Subject/Number: ART A360B  
D. Credit Hours: 3.0 Credits  
E. Contact Time: 3+0 Contact Time  
F. Grading Information: A-F  
G. Course Description: Emphasis on a comparative approach to non-western civilizations including Islamic art, African art, art of Pacific Cultures, and art of the Americas.  
H. Status of course relative to degree or certificate program:  
Course required for BA and BFA in Art and applies to the GER Fine Arts and Humanities Requirements  
I. Lab Fees: YES  
J. Coordination: YES  
K. Course Prerequisites: ENGL A111 with minimum grade of C

III. Course Activities
Lectures, readings, written work, and research papers.

IV. Evaluation
Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting. Interpretative analysis focusing on the formal and contextual aspects of works of art based on a comparative approach.

Criteria for Grading

To receive a grade of A (superior):
1. Scholarship/Research: Strong, exceeding all instructor requirements  
2. Initiative: Contributions exceed assignments and demonstrate resourcefulness  
3. Cooperation: Leader in group activities; constant and spontaneous  
4. Individual Improvement: Marked and growing

To receive a grade of B (Above Average):
1. Scholarship/Research: Accurate and complete, meets all instructor requirements  
2. Initiative: Good when stimulated by some desirable achievement  
3. Cooperation: Good in group activities  
4. Individual Improvement: Shows marks of improvement; responds to stimulation
To receive a grade of C (Average):
1. Scholarship/Research: Barely meets assignments; needs encouragement
2. Initiative: Uncertain and apparent only at times
3. Cooperation: Fair at times - lacking at other times
4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

To receive a grade of D (Below Average, but Passing):
1. Scholarship/Research: Not meeting all instructor requirements and assignments
2. Initiative: Lacking
3. Cooperation: Not effective and very irregular
4. Individual Improvement: Not noticeable

To receive a grade of F (Failure):
1. Majority of work unacceptable or missing

V. Course Level Justification
A 300-level course that satisfies the need for a non-western art history course.

VI. Outline
A. ISLAMIC ART: THE GATEWAY TO THE WEST AND EAST
   1. Islam and Early Islamic Society
   2. Art During the Early Caliphates: Architecture, Calligraphy, Ceramic and Textile Arts
   3. Later Islamic Art: Architecture, Portable Arts, Manuscript, Illumination and Calligraphy
   5. Contemporary Islamic Art: Politics and the Continuity of Life
B. AFRICAN ART
   1. Art of Ancient and Medieval Africa
      a. Saharan Rock Art
      b. Sub-Saharan Civilizations: Nok Culture, Ife and Benin
      c. Nilotic Cultures
      d. Islamic Africa
      e. Urban Centers: Djenné, & Great Zimbabwe
   2. Colonial Africa: Asanti, Yoruba, Dogon, Luba, Kuba and Kota
   3. Art of Africa: The Modern Era
      a. Traditional and Contemporary Africa
      b. Children and the Continuity of Life
      c. Initiation Rites
      d. The Spirit World
      e. Concepts of Leadership
      f. Death and Ancestors
      g. Contemporary Art: Postmodernism and the African Diaspora
C. ART OF PACIFIC CULTURES
1. Australia: Australian Aboriginal Art
2. Melanesia: Papua New Guinea, Irian Jaya, and New Ireland
3. Micronesia: Nan Mandol
4. Polynesia: Easter Island, Marquesas Islands, Islands, New Zealand
5. Pacific Rim Contemporary Developments

D. ART OF THE AMERICAS
1. Art of the Americas Before 1300
   a. Mesoamerica: The Olmec, Teotihuacan, The Maya and Western Mexican Ceramics
   b. Central America: Diquis Culture
   c. South America: The Central Andes
      1.1 Chavin Culture: Sculpture
      1.2 The Paracas Culture: Textiles
      1.3 Nazca Culture
      1.4 Moche Culture: Ceramics
      1.5 Chimu Culture: Metals
      1.6 Inka Culture: Inka masonry
2. Art of the Americas After 1300
   a. Indigenous American Art
   b. Mexico and South America: The Aztec Empire, The Inka Empire
      1.1 The Aftermath of the Spanish Conquest
      1.2 Modernism and Postmodernism in Mexico and South America
   c. North America
      1.1 Ancient Period, before first contact
      1.2 Eastern Woodlands
      1.3 Southwest: Basketry
      1.4 Historic Period, after first contact
      1.5 Northwest Coast, Eastern Woodlands, Great Plains & Southwest
      1.6 Contemporary Native American Art

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Foster students’ knowledge of the contextual background from which non-western art works emerge within their cultural and historical settings.
   2. Foster students’ historical, critical, aesthetic, and analytical written and oral communication skills as they apply to non-western art.
   3. Develop an understanding of the various historical approaches and methodologies allowing the student to effectively construct viable comparative paradigms, research techniques and interpretive approaches relevant to non-western art by using application, classification and reasoned argumentation.
B. Student Learning Outcomes. The student will be able to:

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<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Demonstrate an understanding of the various methodologies, significant text, and theoretical approaches presented in course materials relevant to non-western art</td>
<td>Tests and papers</td>
</tr>
<tr>
<td>Demonstrate a body of concepts and ideas that will effectively embody non-western art course material</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Assess from a comparative perspective the similarities and differences across the non-western cultures presented</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
</tbody>
</table>

VII. Suggested Texts


IX. Bibliography and Resources

**Islamic Art**

Critchlow, Keith. *Islamic Patterns: An Analytical and Cosmological Approach*. 

**African Art**

**General and Nilotic**


**Ancient and Medieval Africa**


Drewal. Henry John and Enid Schildkrout. *Dynasty and Divinity: Ife Art in

Art of Africa: Modern Era

Art of Pacific Cultures
Berlo, Janet Catherine and Lee Ann Wilson. Arts of Africa, Oceania, and the

Art of the Americas: Before 1300


Art of the Americas: After 1300


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
<td>ART</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>A366</td>
<td>NA</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Asian Art

Abbreviated Title for Transcript (30 character)

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

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

9. Repeat Status No

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

11. Implementation Date
   From: Summer/2013
   To: /9999

12. Cross Listed with
- NA

13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Catalog Page(s)</th>
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<th>Chair/Coordinator Contacted</th>
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<tr>
<td>BFA ART</td>
<td>96</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>BA International Studies</td>
<td>111</td>
<td>11/15/12</td>
<td>Dorn VanDommelen</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Deborah Tharp
Initiator Signed Initials: __________

13b. Coordination Email
     Date: 11/11/11

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

14. General Education Requirement

15. Course Description (suggested length 20 to 50 words)
Visual arts of Asian culture, prehistoric to the present.

16a. Course Prerequisite(s) (list prefix and number)
ART A262 and (ENGL A111 with minimum grade of C)

16b. Test Score(s)
NA

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

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

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
Change in course prerequisites to meet course-level expectations.

Initiator (faculty only)
Deborah Tharp
Initiator (TYPE NAME)

Approved
Disapproved

Department Chairperson

Curriculum Committee Chairperson

Approved
Disapproved

Dean/Director of School/College

Undergraduate/Graduate Academic Board Chairperson

Provost or Designee

Approved
Disapproved

Date

Date

Date

Date

Date
I. Initiation Date
   September 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Asian Art
   C. Course Subject/Number: ART A366
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 3+0 Contact Time
   F. Grading Information: A-F
   G. Course Description: Visual arts of Asian culture, prehistoric to the present.
   H. Status of course relative to degree or certificate program:
      Course applies to the BA in Art and BFA in Art Degrees
   I. Lab Fees: YES
   J. Coordination: None required
   K. Course Prerequisites: ART A262 and (ENGL A111 with minimum grade of C)

III. Course Activities
   Lectures, readings, individual class presentations, and research papers.

IV. Evaluation
   Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Generally students will be evaluated on in-class presentations, mid-term and final exams and an in-depth research paper.

V. Course Level Justification
   A 300-level course emphasizing Asian art and builds on previous course work.

VI. Outline
      1. Urban Civilization and the Indus Valley; Neolithic and Pre-Shang China; Ban Chien Culture
      2. Chinese Art from the Shang through the Middle Zhou Period
      3. The Late Zhou Period
      4. The Growth and Expansion of Early Chinese Culture through the Han Dynasty; Korea and Japan
   B. THE INTERNATIONAL INFLUENCE OF BUDDHIST ART
      1. Early Art in India
      2. The International Gupta Style
      3. The Expansion of Buddhist Art to East Asia
   C. THE RISE OF NATIONAL INDIAN STYLES
      1. Early Art in India
      2. Early Medieval Art in South and Central India
      3. Later Medieval Art
D. CHINESE, KOREAN, AND JAPANESE NATIONAL STYLES AND THEIR INTERCONNECTIONS
1. The Rise of the Arts of Painting and Ceramics in China
2. The Beginnings of Developed Japanese Art Styles
3. Chinese Art of the Song Dynasty and Korean Ceramics of Koryo
4. Japanese Art of the Kamakura Period
5. Japanese Art of the Muromachi Period
6. Later Chinese Art: The Yuan, Ming, and Qing Dynasties

E. ASIAN DEVELOPMENTS DURING THE 19TH CENTURY:
1. India
2. China
3. Japan
4. Southeast Asia

F. ASIAN DEVELOPMENTS DURING THE 20TH CENTURY: THE MODERN PERIOD:
1. India
2. China
3. Japan
4. Speculations on Southeast Asia

G. BETWEEN THE WARS: 1920-1945
1. India
2. China
3. Japan
4. Southeast Asia
5. Asian Diaspora and Cultural Identity

1. India
2. China
3. Japan
4. Southeast Asia
5. Asian Diaspora and Cultural Identity

I: POSTMODERN CONSIDERATIONS
1. India
2. China
3. Japan
4. Southeast Asia
5. Asian Diaspora and Cultural Identity

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Foster students’ analytical skills at the historical, critical, and aesthetic levels as it pertains to Asian art
2. Develop the students’ understanding of the various methodologies to construct viable paradigms and research techniques applied to Asian art
B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze primary and secondary research materials and use them effectively in writing a substantive research paper on Asian art</td>
<td>Research paper</td>
</tr>
<tr>
<td>Present concepts of Asian art course work both orally and in writing</td>
<td>In-class presentations and exams</td>
</tr>
</tbody>
</table>

VIII. Suggested Text


IX. Bibliography and Resources


## Course Action Request

### University of Alaska Anchorage

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

---

### 1. School or College
- AS CAS

### 2. Course Prefix
- ART

### 3. Course Number
- A367

### 4. Previous Course Prefix & Number
- NA

### 5. Credits/CEUs
- 3

### 6. Complete Course Title
- History of Photography

### 7. Type of Course
- Academic

### 8. Type of Action:
- Add

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

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

### 11. Implementation Date
- From: Summer 2013
- To: /9999

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

### 13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
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<td>2. BFA ART</td>
<td></td>
<td>96</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>3. AAS Digital Photography (KPC)</td>
<td>97</td>
<td>11/15/12</td>
<td>Jayne Jones, Celia Anderson</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Deborah Tharp
Initiator Signed Initials: __________
Date: __________

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

### 13c. Coordination with Library Liaison
- Date: 11/11/11

### 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
- Investigates the history of photography: its origins, chronology, cultural context, and significant contributions of individual photographers.

### 16a. Course Prerequisite(s) (list prefix and number)
- ART A262 and (ENGL A111 with minimum grade of C)

### 16b. Test Score(s)
- NA

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

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

### 17. Mark if course has fees
- NA

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

### 19. Justification for Action
- Change in course prerequisites to meet course-level expectations.

Initiator (faculty only)
Deborah Tharp
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College

Approved
Disapproved

Undergraduate/Graduate Academic Board Chairperson

Approved
Disapproved

Provost or Designee

Approved
Disapproved

Curriculum Committee Chairperson

Approved
Disapproved

---

54
I. **Initiation Date**
   September 2012

II. **Course Information**
   A. **College:** College of Arts and Sciences
   B. **Course Title:** History of Photography
   C. **Course Number:** ART A367
   D. **Credit Hours:** 3.0 Credits
   E. **Contact Time:** 3+0 Contact Time
   F. **Grading Information:** A - F
   G. **Course Description:** Investigates the history of photography: its origins, chronology, cultural context, and significant contributions of individual photographers.
   H. **Status of course relative to a degree or certificate program:** Applies to BA and BFA in Art degrees.
   I. **Lab Fee:** Yes
   J. **Coordination:** None required
   K. **Course Prerequisite:** ART A262 and (ENGL A111 with minimum grade of C)

III. **Course Activities**
   Activities include lectures, slides, films, videos, and early historical examples of books, cameras and photographs; gallery and museum photographic shows; and visiting lecturers. Class discussions and presentations.

IV. **Evaluation**
   Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class presentations, homework assignments, essay/journal/written work and research papers, mid-term and final exams, progress throughout semester, attendance and participation.

   A. **Criteria for Grading**
      1.0 To receive a grade of A:
         1.1 Scholarship/Research: Strong, exceeding all instructor requirements
         1.2 Initiative: Contributions exceed expectations for the class
         1.3 Attitude: Excellent interactive skills in the classroom
         1.4 Cooperation: Excels in contributions to group activities
         1.5 Demonstrates mastery and knowledge of the History of Photography
      2.0 To receive a grade of B:
         2.1 Scholarship/Research: Meets all instructor requirements
         2.2 Initiative: Contributions are above average for the class
         2.3 Attitude: Above average interactive skills in the classroom
         2.4 Cooperation: Above average contributions in-group activities
         2.5 Demonstrates above average knowledge of the History of Photography
3.0 To receive a grade of C:
   3.1 Scholarship/Research: Complete required assignments
   3.2 Initiative: Contributions are average for the class
   3.3 Attitude: Average interactive skills in the classroom
   3.4 Cooperation: Average contributions to group activities
   3.5 Demonstrates average knowledge of the History of Photography

4.0 To receive a grade of D:
   4.1 Scholarship/Research: Below average assignments
   4.2 Initiative: Contributions are below average for the class
   4.3 Attitude: Below average interactive skills in the classroom
   4.4 Cooperation: Below average contributions to group activities
   4.5 Demonstrates below average knowledge of the History of Photography

5.0 To receive a grade of F:
   5.1 Majority of work unacceptable or missing

V. Course Level Justification
A 300-level course emphasizing the History of Photography and builds on previous course work.

VI. Outline
1.0 Historical, Technological and Cultural Perspectives
   1.1 Antecedents to and the invention of photography from its earliest inception to digital photographic processes
   1.2 Contemporary applications and issues relevant to traditional and digital photography
   1.3 Cultural perspectives
2.0 Photographic Analysis
   2.1 Critical assessments pertaining to social, political, and economic photographic applications
   2.2 Photographic impact on the visual arts from the nineteenth to the twenty-first centuries
3.0 Critical Issues pertinent to Photographers and Fine Artists
   3.1 Early photographers during the nineteenth and twentieth century
   3.2 Photography as fine art
   3.3 Post World War II traditional and digital photographers

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals: The instructor will:
   1. Provide a foundation for understanding photography's development as an art form.
   2. Introduce the student to appropriate resource materials
   3. Foster an understanding of photography's impact on the world as an invention and as an expressive art discipline.
   4. Establish a basis for a fundamental analytical evaluation of historical and contemporary photography.
B. Student Learning Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate developments in the world that led to the invention of photography</td>
<td>Test, papers, and in-class presentations</td>
</tr>
<tr>
<td>Demonstrate how photography changed our view of the world</td>
<td>Test, papers, and in-class presentations</td>
</tr>
<tr>
<td>Evaluate the impact of photography on society and the visual arts</td>
<td>Test, papers, and in-class presentations</td>
</tr>
<tr>
<td>Demonstrate the use of contemporary applications to photography as an art form in a global context</td>
<td>Test, papers, and in-class presentations</td>
</tr>
<tr>
<td>Demonstrate how photography continues to be a powerful form of communication</td>
<td>Test, papers, and in-class presentations</td>
</tr>
</tbody>
</table>

VIII. Suggested Text


IX. Bibliography and Resources

# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
<td>ART</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>A392</td>
<td>NA</td>
<td>1-3</td>
<td>(1-3+0)</td>
</tr>
</tbody>
</table>

## 6. Complete Course Title
Selected Topics in Art Education
Selected Topics in Art Ed

Abbreviated Title for Transcript (30 character)

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

## 8. Type of Action: [ ] Add  [ ] Change  [ ] Delete

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

Other (please specify)

## 9. Repeat Status
- Yes
- # of Repeats
- Max Credits

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

## 11. Implementation Date
- semester/year
- From: Summer/2013
- To: /9999

## 12. Cross Listed with
- Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA, Art</td>
<td>Courtesy Coordination</td>
<td>11/11/11</td>
<td>Mariano Gonzalez</td>
</tr>
<tr>
<td>2. BFA, Art</td>
<td>Courtesy Coordination</td>
<td>11/11/11</td>
<td>Mariano Gonzalez</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Deborah Tharp
Initiator Signed Initials: ________ Date: __________

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

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

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

## 15. Course Description
(suggested length 20 to 50 words)
Topics in selected areas of art education.
Special Note: May be repeated for credit in different topics for a maximum of 12 credits

## 16a. Course Prerequisite(s) (list prefix and number)
ENGL A111 with minimum grade of C

## 16b. Test Score(s)
NA

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

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

## 16e. Registration Restriction(s) (non-codable)
Instructor Permission. Prerequisites will vary depending upon topic

## 17. [ ] Mark if course has fees

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

## 19. Justification for Action
Change in course prerequisites to meet course-level expectations.

Initiator (faculty only)
Deborah Tharp
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic Board Chairperson
Date

Approved
Disapproved
Provost or Designee
Date

Approved
Disapproved
Department Chairperson
Date

Approved
Disapproved
Curriculum Committee Chairperson
Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date
   September 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Selected Topics in Art Education
   C. Course Subject/Number: ART A392
   D. Credit Hours: 1.0 - 3.0 Credits
   E. Contact Time: 1-3+0 Contact Time
   F. Grading Information: A-F
   G. Course Description: Topics in selected areas of art education.
      Special Note: May be repeated for credit in different topics
      for a maximum of 12 credits
   H. Status of course relative to degree or certificate program:
      Applies to the BA in Art and BFA in Art Degrees
   I. Lab Fees: YES
   J. Coordination: None Required
   K. Course Prerequisites: As noted on specific course and ENGL A111 with
      minimum grade of C
   L. Registration Restriction: Instructor Permission
      Prerequisites will vary depending upon topic

III. Course Activities
     Lecture, discussions, writing, readings, research and applied technological projects.

IV. Evaluation
    Evaluation procedures are at the discretion of the instructor and will be discussed at the
    first class meeting of the semester. Students will be evaluated on class projects,
    homework assignments, sketchbook/journal/written work, technical and critical thinking
    skills, progress throughout semester, attendance and participation. Project evaluations
    will generally include content, problem solving, craftsmanship, creativity/ingenuity, and
    amount of effort, and ability to use technological applications.

A. Criteria for Grading
   1.0  To receive a grade of A:
      1.1 Scholarship/Research: Strong, exceeding all instructor
          requirements
      1.2 Initiative: Contributions exceed expectations for the class
      1.3 Attitude: Excellent interactive skills in the classroom
      1.4 Cooperation: Excels in contributions to group activities
      1.5 Individual Improvement: Demonstrates mastery of advanced
   2.0  To receive a grade of B:
      2.1 Scholarship/Research: Meets all instructor requirements
      2.2 Initiative: Contributions are above average for the class
2.3 Attitude: Above average interactive skills in the classroom
2.4 Cooperation: Above average contributions in group activities
2.5 Individual Improvement: Above average demonstration of
3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments
3.2 Initiative: Contributions are average for the class
3.3 Attitude: Average interactive skills in the classroom
3.4 Cooperation: Average contributions to group activities
3.5 Individual Improvement: Average demonstration of
4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments
4.2 Initiative: Contributions are below average for the class
4.3 Attitude: Below interactive skills in the classroom
4.4 Cooperation: Below average contributions to group activities
4.5 Individual Improvement: Below average demonstration of
5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course Level Justification
A 300-level course that builds on previous studio and art history course work.

VI. Outline
A. Introduction: Basic purposes of art to humankind
B. Human commonalities and concerns as motivations for themes in art
C. Symbols, metaphors, and visual language
D. Intrapersonal and interpersonal visual communication
E. How do we plan art activities and experiences? How do we talk with students about art?
F. Ceremonies, celebrations and community building through art
G. Aesthetics in various cultural contexts
H. Multiculturalism in art education
I. Museums, public art and cultural events as extensions of the art classroom
J. Historic trends in art reflecting human themes and cultural meaning
K. Human growth and development as related to art education
L. Values, beliefs, and intuition as artistic influences

TOPIC SUGGESTIONS
- Foundations in Art and Museum Education
- History and Philosophy of Art Education
- Arts Experience: Social, Cultural, and Educational Perspectives
- Art Education and Technology
- Curriculum Planning and Interpretation of Art
- Diversity and Visualization in Art Education

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Introduce the student to the roles of technology in the classroom and art museums and its future development
2. Discuss critically, in written and verbal form, current issues and applications of technology in the classroom and art museums
3. Demonstrate the critical ideas and issues pertaining to the current developments in digital communication and interactive learning in the classroom and art museums
4. Introduce various learning styles through instructional technology in the classroom and art museum settings
5. Develop criteria for research, planning and developing projects in their major areas of study pertinent to classroom pedagogy and art museum instruction
6. Demonstrate the applications of collaborative learning related to team based settings and problem solving context in the classroom and museums

B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the role of technology in classroom and art museum settings and its potential for the future</td>
<td>Tests and papers</td>
</tr>
<tr>
<td>Discuss critically current issues and applications of instructional technology in the classroom and art museum settings relevant to art education</td>
<td>In-class discussions and papers</td>
</tr>
<tr>
<td>Evaluate basic technological requirements surrounding rapidly evolving changes in interactive learning pertinent to the classroom and art museums</td>
<td>Technical reports</td>
</tr>
<tr>
<td>Demonstrate different learning styles through the use of instructional technology as it pertains to the classrooms and art museums</td>
<td>Projects</td>
</tr>
<tr>
<td>Demonstrate a broader knowledge of various technological applications in the classroom and art museums contexts</td>
<td>Projects</td>
</tr>
<tr>
<td>Work collaboratively with others in team based learning and problem-solving in the classrooms and art museums</td>
<td>Group projects</td>
</tr>
</tbody>
</table>

VIII. Suggested Text


IX. Bibliography and Resources


Dewey, J. *Art as Experience*. NY: Perigee Books, 1934 or most recent addition.


1. **School or College**
   AS CAS

2. **Course Prefix**
   ART

3. **Course Number**
   A403

4. **Previous Course Prefix & Number**
   NA

5. **Credits/CEUs**
   3

6. **Complete Course Title**
   Arts and Technology

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

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

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

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

11. **Implementation Date**
    From: Summer/2013
    To: /9999

12. **Cross Listed with**
    - Stacked with

13a. **Impacted Courses or Programs**
    | Impacted Program/Course | Catalog Page(s) | Date of Coordination | Chair/Coordinator |
    |-------------------------|-----------------|----------------------|------------------|
    | BA ART                  | Courtesy Coordination | 11/11/11           | Mariano Gonzales |
    | BFA ART                 | Courtesy Coordination | 11/11/11           | Mariano Gonzales |
    | Minor, Art Education    | 96               | 11/11/11            | Mariano Gonzales |

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)*
    Surveys the growing use of technology in art classrooms and museums. Examines applications for information management in collections and digital imaging, and the use of technology in the service of art education, museum education and university web-based courses.

16a. **Course Prerequisite(s)** *(list prefix and number)*
    ART A203 and (ENGL A111 with minimum grade of C)

16b. **Test Score(s)**
    NA

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

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

17. **Mark if course has fees**

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

19. **Justification for Action**
    Change in course prerequisites to meet course-level expectations and deletion of a registration restriction that is no longer applicable.

---

**Initiator Name (typed): Deborah Tharp**

**Initiator Signed Initials:** __________ 
**Date:** __________

**Co-requisites**

**Other Restrictions**

**Registration Restrictions**

**Cross-Listed Coordination Signature**

---

**Class Level College Major**

---

**Mark if course has fees**

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

---

**Justification for Action**

---

**Initiator (faculty only) Only**

**Date**

**Dean/Director of School/College**

**Date**

**Undergraduate/Graduate Academic**

**Date**

**Board Chairperson**

**Date**

**Provost or Designee**

**Date**
I. Initiation Date

September 2012

II. Course Information

A. College: College of Arts and Sciences
B. Course Title: Arts and Technology
C. Course Subject/Number: ART A403
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Surveys the growing use of technology in art classrooms and museums. Examines applications for information management in collections, digital imaging, and the use of technology in the service of art education, museum education, and university web-based courses.
H. Status of course relative to degree or certificate program: Elective course for BA or BFA in Art degrees
I. Lab Fees: Yes
J. Coordination: Yes
K. Course Prerequisites: ART A203 and (ENGL A111 with minimum grade of C)

III. Course Activities

Lectures, reading, written work, research papers, class projects, and computer experience.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, computer-based expertise, progress throughout semester, attendance and participation. Project evaluations will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort.

Criteria for Grading

To receive a grade of A (superior):
1. Scholarship/Research: Strong, exceeding all instructor requirements
2. Initiative: Contributions exceed assignments and demonstrate resourcefulness
3. Cooperation: Leader in group activities; constant and spontaneous
4. Individual Improvement: Marked and growing

To receive a grade of B (Above Average):
1. Scholarship/Research: Accurate and complete, meets all instructor requirements
2. Initiative: Good when stimulated by some desirable achievement
3. Cooperation: Good in group activities
4. Individual Improvement: Shows marks of improvement; responds to stimulation
To receive a grade of C (Average):
   1. Scholarship/Research: Barely meets assignments; needs encouragement.
   2. Initiative: Uncertain and apparent only at times
   3. Cooperation: Fair at times - lacking at other times
   4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

To receive a grade of D (Below Average, but Passing):
   1. Scholarship/Research: Not meeting all instructor requirements and assignments
   2. Initiative: Lacking
   3. Cooperation: Not effective and very irregular
   4. Individual Improvement: Not noticeable

To receive a grade of F (Failure):
   1. Majority of work unacceptable or missing

V. Course Level Justification
A 400-level course that requires an advanced working knowledge of studio techniques and computer skills.

VI. Outline
   • Teaching art and technology
   • Classroom technology and the arts
   • Technology and art curriculum resources
   • The Internet and art education
   • Online resources and museum educational offerings
   • Design instructional applications in general art classroom and/or museums
   • Design educational website and multimedia programming
   • Graphic skills for teachers
   • PowerPoint as a presentation and a web design tool
   • Interactivity and aesthetics
   • New Media and web-artists - critical analysis of digital art work
   • Evaluation criteria for web resources
   • Technology evolution and art education

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Identify the role of technology in art classrooms and museums
   2. Discuss current issues and applications of technology in art classrooms and museums
   3. Provide various evaluation criteria for online educational resources and technological applications
   4. Introduce various learning styles through instructional technology
B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the role of technology in art classrooms and museums</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Summarize the ideas, issues and basic technological requirements surrounding rapidly evolving changes in digital communication and interactive learning</td>
<td>Written papers and assignments</td>
</tr>
<tr>
<td>Demonstrate critical and analytical skills and practical experience related to digital art and online learning</td>
<td>Written papers and assignments</td>
</tr>
<tr>
<td>Demonstrate knowledge of different learning styles through the use of instructional technology and online media</td>
<td>Electronic Design Portfolio</td>
</tr>
<tr>
<td>Discuss problem solving techniques in collaborative teaching environments</td>
<td>In-class discussions and written assignments</td>
</tr>
</tbody>
</table>

VIII. Suggested Text  Instructor will select appropriate text such as:


IX. Bibliography and Resources


Online Resources
<www.air.org/forum/abAssey.htm>

PowerPoint 2000 Tutorial
<www.fgcu.edu/support/office2000/ppt>

*PowerPoint in the Classroom* by Craig Roland, 1994.

Richard, A. *The Art of Information and Communications Technology for Teachers*,


<plaza.ufl.edu/rolandc/pered/role_of_technology.html>

<grove.ufl.edu/~rolandc/arts~technology.html>

Powerpoint in the Classroom, 1994.
<www.actden.com/pp>


Stein, G. *Composition as Explanation*, In *CONTEXT* No.8, A Forum for Literary Arts and Culture,
<http://www.centerforbookculture.org/context/no8/stein.html>

Teaching Kids How to Create a Presentation: It's About the Story
<www.youthlearn.org/learning/activities/multimedia/presentations.asp>

Teaching Multimedia Skills: Telling Stories in Words and Pictures

Teaching Simple Animation: Fun With Thaumatropes and Other Big Words
<cmp1.ucr.edu/exhibitions/hoffer/motion/thaum.html>


<www.pdkintl.org/kappan/kwal0104.htm>


# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
<td>ART</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>A404</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

## Complete Course Title

**Diversity and Visual Culture**

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

<table>
<thead>
<tr>
<th>6. Type of Course</th>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:

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

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

### Impacted Program/Course

<table>
<thead>
<tr>
<th>1. BA ART</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vendor</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. BFA ART</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vendor</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Minor, Art Education</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vendor</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Deborah Tharp**

**Initiator Signed Initials:** __________

**Date:** __________

### Coordination Email

Date: 11/11/11

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

### Coordination with Library Liaison

Date: 11/11/11

### General Education Requirement

Mark appropriate box:

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

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

Overview of the issues of diversity arising in art contexts, cultural institutions including museums, community arts organizations, and universities as well as visual culture, educational texts and history. Develop a theoretical foundation based on educational and cultural models of diversity and pedagogical methodologies.

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

ART A203 and (ENGL A111 with minimum grade of C)

### Test Score(s)

NA

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

NA

### Other Restriction(s)

- College
- Major
- Class
- Level

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

NA

### Mark if course has fees

### Mark if course is a selected topic course

### Justification for Action

Change in course prerequisites to meet course-level expectations and deletion of a registration restriction that is no longer applicable.

**Initiator (faculty only)**

**Deborah Tharp**

**Initiator (TYPE NAME)**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Date** __________

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Date** __________

<table>
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<tr>
<th>Approved</th>
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</thead>
</table>

**Date** __________

<table>
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<th>Approved</th>
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</thead>
</table>

**Date** __________

<table>
<thead>
<tr>
<th>Approved</th>
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</table>

**Date** __________

<table>
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</thead>
</table>

**Date** __________

<table>
<thead>
<tr>
<th>Approved</th>
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</tr>
</thead>
</table>

**Date** __________

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Date** __________

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Date** __________
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date
   September 2012

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Diversity and Visual Culture
C. Course Subject/Number: ART A404
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Overview of the issues of diversity arising in art contexts, cultural institutions including museums, community arts organizations, and universities as well as visual culture, educational texts and history. Develop a theoretical foundation based on educational and cultural models of diversity and pedagogical methodologies.
H. Status of course relative to degree or certificate program:
   Elective course for BA or BFA in Art degrees
I. Lab Fees: Yes
J. Coordination: Yes
K. Course Prerequisites: ART A203 and (ENGL A111 with minimum grade of C)

III. Course Activities
Lectures, reading, written work, class projects and research papers.

IV. Evaluation
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort.

Criteria for Grading
To receive a grade of A (superior):
1. Scholarship/Research: Strong, exceeding all instructor requirements
2. Initiative: Contributions exceed assignments and demonstrate resourcefulness
3. Cooperation: Leader in group activities; constant and spontaneous
4. Individual Improvement: Marked and growing

To receive a grade of B (Above Average):
1. Scholarship/Research: Accurate and complete, meets all instructor requirements
2. Initiative: Good when stimulated by some desirable achievement
3. Cooperation: Good in group activities
4. Individual Improvement: Shows marks of improvement; responds to stimulation

**To receive a grade of C (Average):**
1. Scholarship/Research: Barely meets assignments; needs encouragement.
2. Initiative: Uncertain and apparent only at times
3. Cooperation: Fair at times – lacking at other times
4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

**To receive a grade of D (Below Average, but Passing):**
1. Scholarship/Research: Not meeting all instructor requirements and assignments
2. Initiative: Lacking
3. Cooperation: Not effective and very irregular
4. Individual Improvement: Not noticeable

**To receive a grade of F (Failure):**
1. Majority of work unacceptable or missing

V. **Course Level Justification**
A 400-level course that analyses, compares/contrasts, and develops strategies to assess issues of cultural diversity.

VI. **Outline**
- What is postmodernism? How has it affected art education?
- Visual culture and art education
- Multiculturalism and post-colonialism
- Feminist perspectives and gender stereotypes
- Art and activism in the classroom
- Ecological pedagogy and art education
- Computer technology and new media art
- Integrated learning, pros and cons

VII. **Instructional Goals and Student Learning Outcomes**
A. Instructional Goals. The instructor will:
1. Foster an understanding of diversity issues in art contexts, cultural institutions and universities
2. Discuss the dynamics of diversity and pedagogical methodologies
3. Examine how similarities and differences in diverse digital cultures communicate in visual art
4. Examine rationales for teaching visual culture in various grade levels
B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically evaluate cultural artifacts and relevant literature</td>
<td>In-class presentations and written assignments</td>
</tr>
<tr>
<td>Articulate how the concepts of “difference” relate to culturally diverse bodies of knowledge</td>
<td>Written assignments and papers</td>
</tr>
<tr>
<td>Discuss the major factors inherent in visual culture discourse that influence individual socio-cultural location, identity formation and interpretive voice</td>
<td>Written assignments and papers</td>
</tr>
<tr>
<td>Summarize the key elements of community practices in art and museum education</td>
<td>Written assignments and papers</td>
</tr>
</tbody>
</table>

VIII. Suggested Text  Instructor will select appropriate texts such as:


IX. Bibliography and Resources


Wagner-Ott, A. (2002). “Analysis of Gender Identity through Doll and Action Figure Politics in Art Education.” *Studies in Art Education* 43.3 (2002): 246-263.


### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
<td>ART</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>ART</td>
<td>A491</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No / # of Repeats / Max Credits</th>
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<tbody>
<tr>
<td>Senior Seminar</td>
<td>Academic</td>
<td>□ Add or □ Change</td>
<td>□ Delete</td>
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### 13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA ART</td>
<td>94</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>BFA ART</td>
<td>96-97</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>ART A499</td>
<td>346</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
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</table>

### 14. General Education Requirement

Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Fine Arts
- Social Sciences
- Natural Sciences
- Humanities
- Integrative Capstone

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

Integrates applied knowledge and professional technical practices of visual artists. Develops the necessary communication skills to be a practicing artist. Employs effective art historical, aesthetic, and critical tools to resolve and assess creative problem-solving approaches.

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

- ART A261, ART A262, PHIL 401 and (ENGL A111 with minimum grade of C)

### 16b. Test Score(s)

<table>
<thead>
<tr>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

### 16d. Other Restriction(s)

- □ College
- □ Major
- □ Class
- □ Level

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

Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills) courses.

### 17. Mark if course has fees

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

### 19. Justification for Action

Change in course prerequisites to meet course-level expectations and course description.

<table>
<thead>
<tr>
<th>Initiator Name (typed): Deborah Tharp</th>
<th>Initiator Signed Initials: _________</th>
<th>Date: __________</th>
</tr>
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**Deborah Tharp**  
Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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<th>Date</th>
<th>Undergraduate/Graduate Academic</th>
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<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

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[INITIATOR (faculty only) Date]  
[Dean/Director of School/College Date]  
[Department Chairperson Date]  
[Undergraduate/Graduate Academic Date]  
[Curriculum Committee Chairperson Date]  
[Provost or Designee Date]
I. Initiation Date

September 2012

II. Course Information

A. College: College of Arts and Sciences
B. Course Title: Senior Seminar
C. Course Subject/Number: ART A491
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Integrates applied knowledge and professional technical practices of visual artists. Develops the necessary communication skills to be a practicing artist. Employs effective art historical, aesthetic, and critical tools to resolve and assess creative problem-solving approaches.
H. Status of course relative to degree or certificate program: Required for Bachelor of Arts in Art and Bachelor of Fine Arts in Art degree and satisfies GER capstone requirement.
I. Lab Fees: Yes
J. Coordination: Yes
K. Course Prerequisites: ART A261, ART A262, PHIL A401 and (ENGL A111 with minimum grade of C)
L. Registration Restrictions: Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills) courses.

III. Course Activities

Lectures, seminars, readings, class discussions, research, written assignments, workshop presentations, and proposals for art projects.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort.

A. Criteria for Grading

1.0 To receive a grade of A:
1.1 Scholarship/Research: Strong, exceeding all instructor requirements
1.2 Initiative: Contributions exceed expectations for the class
1.3 Cooperation: Excels in contributions to group activities
1.4 Individual Improvement: Demonstrates mastery of professional practices and skills in the arts

2.0 To receive a grade of B:
2.1 Scholarship/Research: Meets all instructor requirements
2.2 Initiative: Contributions are above average for the class
2.3 Cooperation: Above average contributions in-group activities
2.4 Individual Improvement: Above average demonstration of professional practices and skills in the arts

3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments
3.2 Initiative: Contributions are average for the class
3.3 Cooperation: Average contributions to group activities
3.4 Individual Improvement: Average demonstration of professional practices and skills in the arts

4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments
4.2 Initiative: Contributions are below average for the class
4.3 Cooperation: Below average contributions to group activities
4.4 Individual Improvement: Below average demonstration of professional practices and skills in the arts

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course Level Justification
A 400-level course that requires and builds on a working knowledge of studio practices, research skills, and creative problem-solving.

VI. Outline
A. Knowledge of Professional Practices for the Artist
   1. Art Proposal Research
   2. Proposal Development and Writing
   3. Topic selection
   4. Research
   5. Development of the proposal
   6. Historical and aesthetic influences on one’s art
B. Exhibition/Presentation Planning Issues
   1. Site development
   2. Space usage in the gallery or museum
   3. Information and signage in the gallery or museum
   4. Publicity
C. Business and Technical Applications to the Arts
   1. Starting up the business
   2. Fiscal and physical plant management
   3. Advertising
D. Professional Communication Skills

77
1. Resume preparation
2. Portfolio production
3. Documentation of artwork

E. Creative Problem Solving in the Arts
   1. Innovative use of materials in the production of artwork
   2. Development of research methodologies to develop strategies for producing artwork
   3. Long term planning in a globally challenging and changing environment

F. Information Pertinent to Art Practices and Ethics
   1. Copyright and patent issues pertaining to the arts
   2. Ethical practices in business
   3. Fair use issues pertaining to the appropriation of art images and objects

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Present the pertinent information regarding the integration and knowledge of professional practices for the artist
   2. Foster the necessary professional communication skills needed to be an effective practicing artist
   3. Employ critical thinking to address creative problem solving abilities in the arts
   4. Facilitate understanding of the importance of ethics in business practices and their relevance to the arts

B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the integration and knowledge necessary to be a practicing artist regarding research as it applies to art proposals, exhibition and presentation planning concerns and the application of business and technical skills as they apply to the arts</td>
<td>Project designs and written assignments</td>
</tr>
<tr>
<td>Exhibit the necessary communication skills to be a practicing professional artist</td>
<td>In-class discussions and written assignments</td>
</tr>
<tr>
<td>Practice creative problem solving as it pertains to the use of materials, research and long term planning at a global level</td>
<td>Written assignments, in-class discussions and presentations</td>
</tr>
<tr>
<td>Integrate the ethical aspects associated with art production in a business context</td>
<td>In-class discussions and written assignments</td>
</tr>
</tbody>
</table>
VIII. Suggested Texts


IX. Bibliography and Resources


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

2. Course Prefix: ART
3. Course Number: A492
4. Previous Course Prefix & Number: NA
5a. Credits/CEUs: 3
5b. Contact Hours: (Lecture + Lab) (3+0)

6. Complete Course Title: Art History Seminar
Abbreviated Title for Transcript (30 character)

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

8. Type of Action: ☒ Add  ❌ Change  ❌ Delete
If a change, mark appropriate boxes:
- Prefix
- Course Number
- Credits
- Title
- Contact Hours
- Repeat Status
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other Update CCG (please specify)

9. Repeat Status Yes  # of Repeats 3  Max Credits 12
10. Grading Basis  ☒ A-F  ☒ P/NP  ☒ NG
11. Implementation Date: semester/year
   From: Summer/2013  To: 9999
12. ☐ Cross Listed with
    ☐ Stacked with
    Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
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<th>Date of Coordinating</th>
<th>Chair/Coordinator Contacted</th>
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</tr>
<tr>
<td>BFA ART</td>
<td>96</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
<td></td>
</tr>
<tr>
<td>BA International Studies</td>
<td>111</td>
<td>11/15/12</td>
<td>Dom VanDommelen</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Deborah Tharp  Initiator Signed Initials:  Date: 11/11/11

13b. Coordination Email Date: 11/11/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)
13c. Coordination with Library Liaison Date: 11/11/11

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)
Seminar in art history.
Special Note: May be repeated 3 times for credit in different topics for a maximum of 12 credits.

16a. Course Prerequisite(s): (list prefix and number)
   ART A261 or ART A262 or ART A360A or ART A360B and (ENGL A111 with minimum grade of C)
16b. Test Score(s): NA
16c. Co-requisite(s): (concurrent enrollment required)
   Instructor Permission
16d. Other Restriction(s):
- College  ☒ Major  ☐ Class  ☒ Level
16e. Registration Restriction(s): (non-codable)
   Instructor Permission

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

19. Justification for Action
Change in course prerequisites to meet course-level expectations.

Initiator (faculty only)  Date
Deborah Tharp  Date
Initiator (TYPE NAME)  Date

Approved  Disapproved  Date
Approved  Dean/Director of School/College  Date
Disapproved  Undergraduate/Graduate Academic  Date
Disapproved  Board Chairperson  Date
Approved  Provost or Designee  Date
Disapproved  Date
I. Initiation Date
   September 2012

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Art History Seminar
C. Course Subject/Number: ART A492
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Seminar in art history
   Special Note: May be repeated 3 times for credit in different topics for a maximum of 12 credits
H. Status of course relative to degree or certificate program:
   Applies to the BA in Art and BFA in Art Degrees
I. Lab Fees: YES
J. Coordination: None Required
K. Course Prerequisites: ART A261 History of Western Art I
   OR ART A262 History of Western Art II
   OR ART A360A History of Non-Western Art I
   OR ART A360B History of Non-Western Art II
   AND (ENGL A111 with a minimum grade of C)
L. Registration Restriction: Instructor Permission

III. Course Activities
Lectures, discussions, readings, research, written work, and class projects.

IV. Evaluation
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort.

A. Criteria for Grading
1.0 To receive a grade of A:
   1.1 Scholarship/Research: Strong, exceeding all instructor requirements
   1.2 Initiative: Contributions exceed expectations for the class
   1.3 Attitude: Excellent interactive skills in the classroom
   1.4 Cooperation: Excels in contributions to group activities
   1.5 Individual Improvement: Demonstrates mastery of drawing techniques
2.0 To receive a grade of B:
2.1 Scholarship/Research: Meets all instructor requirements
2.2 Initiative: Contributions are above average for the class
2.3 Attitude: Above average interactive skills in the classroom
2.4 Cooperation: Above average contributions in-group activities
2.5 Individual Improvement: Above average demonstration of drawing techniques

3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments
3.2 Initiative: Contributions are average for the class
3.3 Attitude: Average interactive skills in the classroom
3.4 Cooperation: Average contributions to group activities
3.5 Individual Improvement: Average demonstration of drawing techniques

4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments
4.2 Initiative: Contributions are below average for the class
4.3 Attitude: Below interactive skills in the classroom
4.4 Cooperation: Below average contributions to group activities
4.5 Individual Improvement: Below average demonstration of drawing techniques

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course Level Justification
A 400-level course requiring a working knowledge and background in art history.

VI. Outline
See sample below:
A. Introduction: Issues pertinent to African American Studies in Academe
B. African Slaves, the Fledgling Colonies and Republican Aspirations
C. The Colonies in America and Republicanism: 1700-1820
D. Nineteenth-Century America, the Civil War and Reconstruction
E. Twentieth–Century America and Modern Art 1900-60
F. The Evolution of a Black Aesthetic: Identity and Solidarity 1960 to the Present
G. The Postmodern Condition 1980-2000
H. Epilogue: Moving into the 21st Century

TOPIC SUGGESTIONS
Mannerist Art
African American Art
Duchamp
Japanese Art
Latin American Art
VII. **Instructional Goals and Student Learning Outcomes**

Instructional goals and defined outcomes from a special topic course are attached.

A. **Instructional Goals.** The instructor will:
   1. Foster students’ analytical skills at the historical, critical, and aesthetic levels
   2. Develop the students’ understanding of the various methodologies to construct viable paradigms and research techniques
   3. Foster critical skills related to the assessment of formal characteristics of artwork, materials, process and media used for expressed purposes in various cultural contexts

B. **Student Learning Outcomes.** Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze primary and secondary research materials</td>
<td>Research paper</td>
</tr>
<tr>
<td>Demonstrate written and oral skills</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Demonstrate an understanding of the various methodologies presented in course material</td>
<td>Tests and papers</td>
</tr>
<tr>
<td>Articulate a body of concepts and ideas that will effectively embody course material</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Assess similarities and differences across the cultures presented</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Assess the formal qualities of art works, materials, processes and media as they apply to various cultural contexts usage</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
</tbody>
</table>

VIII. **Suggested Texts**


IX. Bibliography and Resources


Leja, Michael.  *Reframing Abstract Expressionism: Subjectivity and Painting in the


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### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>English</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>5b. Contact Hours</th>
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**If a change, mark appropriate boxes:**
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other Updating CCG (please specify)

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<th>11. Implementation Date</th>
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<td>A-F</td>
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<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked</td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Patricia Jenkins  
Initiator Signed Initials: _________  
Date:________________

Coordinating with Library Liaison  
Date: 04/30/12

Course Description (suggested length 20 to 50 words)

Advanced study of technical writing principles, practices, and genres. Extensive practice in designing, revising, and editing print and electronic documents. Special Note: May include fees if delivered in a computerized classroom.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<td>(ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214) with a minimum grade of C</td>
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<td>ENGL A212 recommended</td>
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<th>16e. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

Mark if course has fees  
Date:________________

Mark if course is a selected topic course  
Date:________________

Justification for Action

Revised course description reflects revised course content and revised course content reflects current approaches to this subject.

Initiator (faculty only): Trish Jenkins  
Initiator Signed Initials: _________  
Date:________________

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

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Date:________________

Approved  
Disapproved  
Board Chairperson  
Date:________________

Approved  
Disapproved  
Provost or Designee  
Date:________________

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<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA English, Rhetoric and Language Option</td>
<td>4/30/2012</td>
<td>Dan Kline</td>
</tr>
<tr>
<td>BA English, Education Option</td>
<td>4/30/2012</td>
<td>Dan Kline</td>
</tr>
<tr>
<td>BS Aviation Technology, Aviation Management Emphasis</td>
<td>4/30/2012</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>BS Aviation Technology, Air Traffic Control Emphasis</td>
<td>4/30/2012</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>Paralegal Studies Certificate</td>
<td>4/30/2012</td>
<td>Andre Rosay</td>
</tr>
<tr>
<td>BS, Technology</td>
<td>4/30/2012</td>
<td>Angela Dirks</td>
</tr>
<tr>
<td>BS, Technology Business Emphasis</td>
<td>4/30/2012</td>
<td>Angela Dirks</td>
</tr>
<tr>
<td>BA, Computer Science</td>
<td>4/30/2012</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>BS Computer Science</td>
<td>4/30/2012</td>
<td>Kenrick Mock</td>
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<tr>
<td>CS A 490</td>
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<tr>
<td>EDEL A 205</td>
<td>4/30/2012</td>
<td>Keith Cates</td>
</tr>
<tr>
<td>LEGAL A356</td>
<td>4/30/2012</td>
<td>Allan Barnes</td>
</tr>
<tr>
<td>PARL A456</td>
<td>4/30/2012</td>
<td>Andrea Rosay</td>
</tr>
</tbody>
</table>
Course Content Guide  
University of Alaska Anchorage  
College of Arts and Sciences  
Department of English

I. Initiation Date: September 2013

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Advanced Technical Writing
   C. Course Number: ENGL A312
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 3 hours per week
   F. Grading Information A-F
   G. Course Description: Advanced study of technical writing principles, practices, and genres. Extensive practice in designing, revising, and editing print and electronic documents.
   H. Status of Course: The course fulfills 3 credits of the Written Communication requirement for Associate and Baccalaureate degrees. May fulfill part of the requirements for the BA in English, Rhetoric and Language Option, and for the BA in English, Education Option. May fulfill part of the requirements for the minor in English, Professional Writing Emphasis; the BS in Aviation Technology, Aviation Management Emphasis and Air Traffic Control Emphasis; the BS in Technology, Business Emphasis; the BA and BS in Computer Science; and the undergraduate certificate in Paralegal Studies.
   I. Lab Fees: Fees if delivered in a computerized classroom
   J. Coordination: UAA Faculty Listserv
   K. Prerequisites: ENGL A211, or A212, or A213, or A214, with a minimum grade of C
   L. Registration Restrictions: English A212 recommended

III. Course Level Justification. As a course that addresses the application of complex theory and practice associated with technical writing, it is best suited for students at the junior or senior level
IV. Course Content Outline:
I. Visual Rhetoric
   A. Importance of rhetorical situation
   B. Function of rhetorical concerns
   C. Relationship between visual and verbal cues
   D. Verbal and visual conventions
II. Visual Strategies
   A. Arrangements
   B. Emphasis
   C. Clarity
   D. Conciseness
   E. Tone
   F. Ethos
   G. Interdependence of visual strategies
III. Perception and Design
   A. Perception issues
   B. Gestalt principles of design
   C. Empirical research as design tool
IV. Visual Analysis
   A. Purpose of visual analysis
   B. Vocabulary of visual analysis
   C. Taxonomy for visual analysis
   D. Analyzing visual analysis rhetorically
V. Text Design
   A. Linear components (e.g., letters, words, numbers)
   B. Text fields (distinguishable area of visual interest or attention)
   C. Non-linear components (textual information represented through tables, matrices, charts, etc.)
VI. Extra-level design (Spatial and graphic elements)
   A. Data displays (non-textual means to display information)
   B. Pictures
VII. Document design
   A. Supra-level elements (all components of a document)
   B. Designing for usability
VIII. Preparing Graphics for Publication
   A. Graphic file formats
   B. Resolution, aspect ratio, color mode
IX. Editing Print and Online Documents
   A. Concepts and methods
   B. Basic copyediting
   C. Comprehensive editing
X. Revising
   A. Soliciting user reviews
   B. Usability testing and editing
XI. Collaboration and Technical Writing
   A. Roles and relationships
   B. Approaches and strategies
   C. Advantages and disadvantages
V. Instructional Goals, Student Learning Outcomes, and Methods of Evaluation:

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The instructor will</strong></td>
<td><strong>The student will be able to</strong></td>
<td></td>
</tr>
<tr>
<td>Introduce the principles, concepts, and strategies associated with designing information.</td>
<td>Apply principles and concepts and use strategies associated with designing information in order to analyze, design, and produce print and online technical documents.</td>
<td>Class or online discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Print and electronic documents (e.g., flyers, newsletters, charts, tables, and instructions)</td>
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<td></td>
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<td>Semester project comprising a coordinated website or multiple-page print or electronic document</td>
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<tr>
<td>Introduce technical style conventions and concepts and methods for technical editing.</td>
<td>Evaluate and revise print and online technical documents for usability.</td>
<td>Class or online discussions</td>
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<tr>
<td></td>
<td></td>
<td>Exercises, quizzes, and tests</td>
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<tr>
<td></td>
<td></td>
<td>Print and electronic documents</td>
</tr>
<tr>
<td>Theorize constructing technical documents as a response to a rhetorical situation: purpose, context, and audience.</td>
<td>Evaluate and construct print and online documents that respond to a particular rhetorical situation.</td>
<td>Class or online discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Print and electronic documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester project</td>
</tr>
<tr>
<td>Address the role of collaboration in technical writing.</td>
<td>Engage with other students for constructive critique and/or to complete collaborative projects.</td>
<td>Class or online discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Print and electronic documents</td>
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<td></td>
<td></td>
<td>Peer review activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester project</td>
</tr>
</tbody>
</table>
VI. Suggested Texts:


VII. Selected Bibliography:


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

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

2. Course Prefix  
ART
3. Course Number  
A212
4. Previous Course Prefix & Number  
NA
5a. Credits/CEUs  
3
5b. Contact Hours  
(Lecture + Lab) (0+6)

6. Complete Course Title  
Beginning Watercolor
Abbreviated Title for Transcript (30 character)

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

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
semester/year
From: Fall/2013  To: /9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. BA ART 94, 341</td>
<td>11/8/12</td>
<td>Mariano Gonzales</td>
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<tr>
<td>2. BFA ART 96, 343</td>
<td>11/8/12</td>
<td>Mariano Gonzales</td>
<td></td>
</tr>
<tr>
<td>3. ART A312 343</td>
<td>11/8/12</td>
<td>Mariano Gonzales</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Deborah Tharp  
Initiator Signed Initials:  
Date:  

13b. Coordination Email  
Date: 11/8/12
submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 11/8/12

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)
Exploration of aquarelle techniques. Emphasizes composition as affected by color, value, stylistic considerations, and individual expression; exhibition procedures are included.

16a. Course Prerequisite(s) (list prefix and number)  
ART A105 with minimum grade of C
16b. Test Score(s)  
NA
16c. Co-requisite(s)  
(co concurrent enrollment required)  
NA
16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  
16e. Registration Restriction(s)  (non-codable)  
NA
17. ☒ Mark if course has fees  
18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Change in course prerequisite to better reflect course level expectations and course description. ART A212 has been unstacked from ART A312 and ART A412. Prerequisite of ART A105 added with minimum grade of C.

Initiator (faculty only)  
Deborah Tharp  
Initiator (TYPE NAME)  

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

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Board Chairperson  Date

☐ Approved  ☐ Disapproved  
Provost or Designee  Date

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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date
   November 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Beginning Watercolor
   C. Course Subject/Number: ART A212
   D. Credit Hours: 3.0 Credits
   E. Contact Hours: 0+6 Contact Time
   F. Grading Information: A-F
   G. Course Description: Exploration of aquarelle techniques. Emphasizes composition as affected by color, value, stylistic considerations, and individual expression; exhibition procedures are included.
   H. Status of course relative to a degree or certificate program: Applies to BA and BFA in Art degrees
   I. Lab Fee: Yes
   J. Coordination: Yes
   K. Course Prerequisites: ART A105 Beginning Drawing with minimum grade of C

III. Course Activities
   Art Studio Course. Students will paint daily in class and may keep a sketchbook/journal. Demonstrations and lectures by instructor. Formal group critiques and informal individual critiques. Homework as required.

IV. Evaluation
   Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.

Criteria for Grading

To receive a grade of A (superior):
1. Scholarship/Research: Strong, exceeding all instructor requirements
2. Initiative: Contributions exceed assignments and demonstrate resourcefulness
3. Cooperation: Leader in group activities; constant and spontaneous
4. Individual Improvement: Marked and growing

To receive a grade of B (Above Average):
1. Scholarship/Research: Accurate and complete, meets all instructor requirements
2. Initiative: Good when stimulated by some desirable achievement
3. Cooperation: Good in group activities
4. Individual Improvement: Shows marks of improvement; responds to stimulation

To receive a grade of C (Average):
1. Scholarship/Research: Barely meets assignments; needs encouragement
2. Initiative: Uncertain and apparent only at times
3. Cooperation: Fair at times - lacking at other times
4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

To receive a grade of D (Below Average, but Passing):
1. Scholarship/Research: Not meeting all instructor requirements and assignments
2. Initiative: Lacking
3. Cooperation: Not effective and very irregular
4. Individual Improvement: Not noticeable

To receive a grade of F (Failure):
1. Majority of work unacceptable or missing

V. Course Level Justification
Course is entry level, skills based, building upon, or in conjunction with, department’s core curriculum developing a working knowledge of basic techniques and concepts in the discipline.

VI. Outline
A. Introduction of Materials
   1. Traditional Watercolor Painting Supports and Formats
   2. Brushes, Airbrush and other Watercolor Tools/ Supplies
   3. Sketchbook
   4. Studio Use, Health and Safety Issues
B. Watercolor Painting Palette
   1. Color Theory
   2. Value Organization
   3. Selection of Color Systems
   4. Organization and Storage of Palette
C. Selection of Subject Matter may include
   1. Still Life, Self Portrait, Interior, Figurative
   2. Exterior: Landscape, Urban, Micro/Macro Views, etc.
   3. Working from Sketches
   4. Interpreting Historical and Contemporary Models
D. Watercolor and Painting Techniques/ Methodologies
   1. Composition/ Design
   2. Stretching, and Sketching on, Watercolor Paper
   3. The Watercolor Palette: opaque and transparent colors.
   4. Brushstroke and Structuring Space
   5. Brushstroke as Texture/ Mark-making
6. Picture Plane  
7. Implied (Western) Space in Painting  
8. Value: Keys, Chiaroscuro, Light and Value, Value Organization, Value as Expression  
9. Color Systems and Organization  
10. Symbolic and Emotive Color  
11. Blocking In  
12. Under Painting  
13. The Painterly Edge: Building through process, the pulled edge, edge interrelationships, edge variety/contrast, etc.  
14. Traditional Watercolor Techniques may include  
   a. Washes and Building Luminosity  
   b. Line vs. Shape  
   c. Limited Strokes and Structure  
   d. Masking, Resists (wax, stencils/templates, tape, etc.)  
   e. Corrections  
   f. Building Luminosity through Reserving the Whites  
   g. Transparency vs. Opacity  
   h. Wet into Wet  
   i. Graduations of Color  
   j. Charged Color (color added to existing color)  
   k. Bleeding: Wet Paper  
   l. Wet into Dry  
   m. Drybrush: Scumbling, Stippling, etc.  
   n. Glazing: and Staining/ and Lifting  
   o. Scrubbing  
   p. Subtractive Painting: Scraping (S’Graffito)/ Sanding  
   q. Effects: Bleach, Salt, Water-Soluble Pencils, Splatter and Pour effects, Blotting, etc.  
   r. Using non-traditional tools: toothbrush, sponges, rubbings, twigs, hairdryers, fingers, string, stamping, etc.  
   s. Impasto/ Palette Knife Technique  
   t. Airbrush Techniques  

E. Initiate Development of Artistic Personal Language, Problem-Solving and Self-Critical Abilities in Watercolor/Painting  
   1. Employ conceptual concerns including critical-thinking processes based on exercises in image-construction  
   2. Developing a Focus  
   3. Understanding the interconnections between idea, approach, composition, surface, media, etc.  
   4. Introduce History of Watercolor, Historic & Contemporary Painting Modes & Research  

VII. Instructional Goals and Student Learning Outcomes  
A. Instructional Goals. The instructor will:  
   1. Apply competency levels in essential watercolor painting
skills and principles
2. Explore solutions to watercolor painting problems
3. Distinguish style and personal iconography in watercolor painting
4. Identify the historical/contemporary significance of watercolor painting

B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice the skills to work from concept to finished project</td>
<td>Studio projects</td>
</tr>
<tr>
<td>Construct solutions to watercolor painting problems</td>
<td>Studio projects</td>
</tr>
<tr>
<td>Incorporate the possibilities and limitations of watercolor media</td>
<td>Studio projects</td>
</tr>
<tr>
<td>Demonstrate basic watercolor and painting skills/principles</td>
<td>Final portfolio</td>
</tr>
</tbody>
</table>

VIII. Suggested Texts


IX. Bibliography and Resources

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

1a. School or College
AS CAS

1b. Division
AFAR Division of Fine Arts

1c. Department
Art

2. Course Prefix
ART

3. Course Number
A312

4. Previous Course Prefix & Number
NA

5a. Credits/CEUs
3

5b. Contact Hours
(Lecture + Lab) (0+6)

6. Complete Course Title
Intermediate Watercolor

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

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

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

9. Repeat Status Yes ☐ # of Repeats 1 ☐ Max Credits 6

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
semester/year
From: Fall/2013 To: /9999

12. ☐ Cross Listed with
☒ Stacked with ART A412

13. Coordination with Library Liaison
Date: 11/8/12

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)
Intensified development of expressive skills including watercolor techniques and refines material uses with the emphasis on individual approaches to traditional and non-traditional pictorial and conceptual problems.

Special Notes: May be repeated once for credit with substantive change in media or emphasis. May be stacked with Art A412

16a. Course Prerequisite(s) (list prefix and number)
ART A212

16b. Test Score(s)
N/A

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update course description, course title and CCG to reflect current course content. Remove Registration Restrictions because they are no longer necessary. Unstack Beginning Watercolor ART A212 from Intermediate Watercolor ART A312 and Advanced Watercolor ART A412.

Initiator Name (typed): Deborah Tharp
Initiator Signed Initials: __________
Date: ______________

Impacted Program/Course Catalog Page(s) Impacted Date of Coordination Chair/Coordinator Contacted
1. BA ART Courtesy Coordination 11/8/12 Mariano Gonzales
2. BFA ART Courtesy Coordination 11/8/12 Mariano Gonzales
3. ART A412 345 11/8/12 Mariano Gonzales

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

13b. Coordination Email
Date: 11/8/12
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/8/12

100
<table>
<thead>
<tr>
<th>Role</th>
<th>Approve</th>
<th>Disapprove</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
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<td></td>
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</tr>
<tr>
<td>Deborah Tharp</td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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<td>Department Chairperson</td>
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<td>Date</td>
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<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<td>Date</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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<td>Date</td>
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<tr>
<td>Provost or Designee</td>
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</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: November 2012

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Intermediate Watercolor
C. Course Subject/Number: ART A312
D. Credit Hours: 3.0 Credits
E. Contact Hours 0+6 Contact Time
F. Grading Information: A-F
G. Course Description: Intensified development of expressive skills including watercolor painting techniques and refines material uses with the emphasis on individual approaches to traditional and non-traditional pictorial and conceptual problems.
Special Notes: May be repeated once for credit with substantive change in media or emphasis May be stacked with Art A412.
H. Status of course relative to a degree or certificate program: Applies to B.A. and B.F.A. in Art degrees.
I. Lab Fee: Yes
J. Coordination: None required.
K. Course Prerequisites: ART A212 Beginning Watercolor
L. Registration Restriction: None

III. Course Activities:
Art Studio Course. Students will paint daily in class and may keep a sketchbook/journal. Demonstrations and lectures by instructor. Formal group critiques and informal individual critique.

IV. Evaluation:
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.

Criteria for Grading

1.0 To receive a grade of A:
1.1 Scholarship/Research: Strong, exceeding all instructor requirements.
1.2 Initiative: Contributions exceed expectations for the class.
1.3 Attitude: Excellent interactive skills in the classroom.
1.4 Cooperation: Excels in contributions to group activities.
1.5 Individual Improvement: Demonstrates mastery of intermediate watercolor techniques.

2.0 To receive a grade of B:
2.1 Scholarship/Research: Meets all instructor requirements
2.2 Initiative: Contributions are above average for the class.
2.3 Attitude: Above average interactive skills in the classroom.
2.4 Cooperation: Above average contributions in group activities
2.5 Individual Improvement: Above average demonstration of intermediate watercolor techniques.

3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments.
3.2 Initiative: Contributions are average for the class.
3.3 Attitude: Average interactive skills in the classroom.
3.4 Cooperation: Average contributions to group activities.
3.5 Individual Improvement: Average demonstration of intermediate watercolor techniques.

4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments
4.2 Initiative: Contributions are below average for the class.
4.3 Attitude: Below interactive skills in the classroom.
4.4 Cooperation: Below average contributions to group activities.
4.5 Individual Improvement: Below average demonstration of intermediate watercolor techniques.

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course Level Justification:
Course builds on a working knowledge of studio techniques and concepts acquired in Beginning Watercolor. Work on improving skill. Conceptual problem solving and critical thinking issues are addressed. Contemporary issues and complex processes are introduced asking student to begin to make effective choices about technical and creative directions.

VI. Outline
1.0 Review of Beginning Watercolor, Design and Drawing issues:
   1.1 Materials
   1.2 Sketchbook Supplies.
   1.3 Studio Use, Health and Safety Issues
   1.4 Color and Value
   1.5 Design and Composition
   1.6 Drawing/ Spatial Issues
   1.7 Transparent Watercolor Techniques
2.0 Other Traditional and Non-Traditional Watercolor Techniques
   2.1 Gouache (Opaque)
   2.2 Resists (wax, stencils/templates, tape, etc.)
   2.3 Subtractive Watercolor techniques
2.4 Effects: Bleach, Salt, Water-Soluble Pencils, Splatter and Pour effects, Blotting, etc.
2.5 Using non-traditional tools: toothbrush, sponges, rubbings, twigs, hairdryers, fingers, string, stamping, etc.
2.6 Airbrush Techniques

3.0 Selection of Subject Matter
3.1 Working from Life: Figurative, Landscape, Interior, Exterior, Still life, etc.
3.2 Working from Sketches
3.3 Invention
3.4 Interpreting Historic and Contemporary Models
3.5 Toward Abstraction and/or Non-Objective Watercolor Painting.
   a. Figure/Ground Issues
   b. Abstraction Exercises

4.0 Content-Building
4.1 Narrative Painting (Possibly with Model)
4.2 Emotive
4.3 Conceptual
4.4 Addressing Contemporary Cultural/Societal Issues, etc.

5.0 Research
5.1 Homage or Appropriation
5.2 Preparation for Assigned Problems in Watercolor Painting: Image, approach, materials, style, etc.
5.3 Acquired knowledge of the history and contemporary practice
5.4 Research Outside Traditional (Western) Art History:

6.0 Initiate Development of Artistic Personal Language, Problem-Solving and Self-Critical Abilities in Watercolor/Painting.
6.1 Employ conceptual concerns through assignments that include critical-thinking processes based on exercises in image-construction.
6.2 Developing a Focus
6.3 Understanding the interconnections between idea, approach, composition, surface, media, etc.
6.4 History of Watercolor, Historic & Contemporary Painting Modes & Research.

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1) Foster in students the essential competencies in practiced painting skills and critical problem solving.
   2) Provide a structured environment for the development of concepts, approach and personal iconography.
   3) Present historical and contemporary significance of watercolor painting as it applies to concepts taught.

B. Student Learning Outcomes. The student will be able to:
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use watercolor painting skills and principles in reference to contemporary thought and practice.</td>
<td>Studio projects</td>
</tr>
<tr>
<td>Develop self-critical solutions to course problems.</td>
<td>Studio projects/class critiques</td>
</tr>
<tr>
<td>Explore the possibilities and limitations of approaches/media.</td>
<td>Studio projects</td>
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<td>Refine skills from initial concept to the finished project.</td>
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<tr>
<td>Demonstrate conceptual, technical, traditional and non-traditional approaches to watercolor painting.</td>
<td>Final projects</td>
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VIII. **Suggested Text**


IX. **Bibliography and Resources**


<table>
<thead>
<tr>
<th>1a. School or College</th>
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<tr>
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<td>2. Course Prefix</td>
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<tr>
<td>3. Course Number</td>
<td>A412</td>
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<tr>
<td>6. Complete Course Title</td>
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</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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<td>8. Type of Action:</td>
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<td>To: XXX/XXX</td>
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<tr>
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<td>☒ Stacked with Art A312</td>
</tr>
<tr>
<td>Cross Listed Coordination</td>
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<tr>
<td>Signature</td>
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</tr>
<tr>
<td>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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<td>(<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<td>14. General Education Requirement</td>
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<td>15. Course Description (suggested length 20 to 50 words)</td>
<td>Continued investigation of more advanced watercolor techniques and approaches regarding conceptual/pictorial constructions. Encourages experimentation, research and technical approaches. Special Notes: May be repeated once for credit with substantive change in media or emphasis. May be stacked with Art A312</td>
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<td>☐ Mark if course is a selected topic course</td>
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<td>Update course description, course title and CCG to reflect current course content. Remove Registration Restrictions because they are no longer necessary. Unstack Beginning Watercolor ART A212 from Intermediate Watercolor ART A312 and Advanced Watercolor ART A412.</td>
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<tr>
<td>Deborah Tharp</td>
<td></td>
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<tr>
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<td>Date</td>
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I. Initiation Date: November 2012

II. Course Information

A. College: College of Arts and Sciences
B. Course Title: Advanced Watercolor
C. Course Subject/Number: ART A412
D. Credit Hours: 3.0 Credits
E. Contact Hours: 0+6 Contact Time
F. Grading Information: A-F
G. Course Description: Continued investigation of more advanced watercolor techniques and approaches regarding conceptual/pictorial construction. Encourages experimentation, research and technical approaches.

Special Note: May be repeated once for credit with substantive change in media or emphasis. May be stacked with ART A312

H. Status of course relative to a degree or certificate program: Applies to B.A. and B.F.A. in Art degrees

I. Lab Fee: Yes
J. Coordination: None required
K. Course Prerequisites: ART A312
L. Registration Restriction: N/A

III. Course Activities:

Art Studio Course. Students will paint daily in class and may keep a sketchbook/journal. Projects reflect unique individual problem-solving and critical-thinking. Demonstrations and lectures by instructor. Formal group critiques and informal individual critiques covering technical/conceptual concerns.

IV. Evaluation:

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.

A. Criteria for Grading

1.0 To receive a grade of A:
   1.1 Scholarship/Research: Strong, exceeding all instructor requirements.
   1.2 Initiative: Contributions exceed expectations for the class.
   1.3 Attitude: Excellent interactive skills in the classroom.
1.4 Cooperation: Excels in contributions to group activities.
1.5 Individual Improvement: Demonstrates mastery of advanced watercolor techniques.

2.0 To receive a grade of B:
2.1 Scholarship/Research: Meets all instructor requirements
2.2 Initiative: Contributions are above average for the class.
2.3 Attitude: Above average interactive skills in the classroom.
2.4 Cooperation: Above average contributions in group activities
2.5 Individual Improvement: Above average demonstration of advanced watercolor techniques.

3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments.
3.2 Initiative: Contributions are average for the class.
3.3 Attitude: Average interactive skills in the classroom.
3.4 Cooperation: Average contributions to group activities.
3.5 Individual Improvement: Average demonstration of advanced watercolor techniques.

4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments
4.2 Initiative: Contributions are below average for the class.
4.3 Attitude: Below interactive skills in the classroom.
4.4 Cooperation: Below average contributions to group activities.
4.5 Individual Improvement: Below average demonstration of advanced watercolor techniques.

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course Level Justification:
Individual student input, directions and personal goals are stressed with an emphasis on creative growth. Continues to build with advanced concepts and skills requiring effective choices about technical and creative directions and conclusions. Critical thinking is addressed through contemporary issues and complex processes. Includes development of a body of work, exhibition preparation and other professional development.

VI. Outline
A. Overview of Techniques and Processes
   1. Review of Studio Practice.
   2. Continued Refinement of Skills and Conceptual Problem-Solving.

B. Development of Personal Artistic Voice in Individually-Proposed Body of Work.
   1. Development of Thematic/Conceptual Ideas
   2. Development of planned works.
   3. Historic/Contemporary Research supporting Studio Involvement.
   4. Painting and other Methodologies.

C. Research
1. Preparation for Semester's Problems in Painting:
   Image, approach, materials, style.
2. Acquire knowledge of the history and contemporary practice of painting.
3. Research Outside Traditional (Western) Art History and the Discipline
   1. Employ conceptual concerns through assignments including critical thinking processes based on image-construction exercises.
   2. Developing a focus
   3. Interconnections between ideas, approaches, compositions, surfaces, and media.
   4. History of watercolor, historic and contemporary painting modes and research.

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Foster in students essential competencies and refinement of critical thinking and other skills learned in Intermediate Watercolor.
   2. Present historical and contemporary significance of watercolor painting as it applies to issues pursued.
   3. Foster the development of concepts, techniques and personal iconography.
   4. Present historical relationships as related to advanced watercolor.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate advanced watercolor skills/principles with contemporary thought and practice.</td>
<td>Studio project</td>
</tr>
<tr>
<td>Demonstrate self-critical approaches to image invention and conceptual development.</td>
<td>Class critiques</td>
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<tr>
<td>Experiment with the possibilities and limitations of the watercolor media.</td>
<td>Studio project</td>
</tr>
<tr>
<td>Develop a continuing refinement of a personal artistic voice.</td>
<td>Studio project</td>
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<td>Demonstrate conceptual and technical approaches to advanced watercolor painting.</td>
<td>Final portfolio</td>
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VIII. Suggested Text:

IX. Bibliography and Resources
## Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
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<td>AFAR Division of Fine Arts</td>
<td>ART</td>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>ART</td>
<td>A499</td>
<td>NA</td>
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### 6. Complete Course Title

**Thesis**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

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

### 8. Type of Action:

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Course Description
- Other Restrictions
- Class
- College
- Major
- Other Update CCG (please specify)

### 9. Repeat Status No

<table>
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### 10. Grading Basis

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

### 11. Implementation Date

- From: Summer/2013
- To: 9999

### 12. Cross Listed with

- [ ] Stacked with

- Cross-Listed Coordination Signature

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

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

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<td>11/11/11</td>
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</table>

Initiator Name (typed): Deborah Tharp
Initiator Signed Initials: _________
Date: __________

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

### 14. General Education Requirement

Mark appropriate box:

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

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

Student will produce and exhibit a body of work based on an approved thesis proposal. Exhibition of work will be in designated group show. Special Note: Offered Spring semester only.

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

ART A491

### 16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

Declared major in BFA in ART and approval of BFA Committee

### 17. Mark if course has fees

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

### 18. Justification for Action

Special Note added to Course Description to inform that Art A499 is only offered in Spring semester.

Initiator (faculty only)

Deborah Tharp

Initiator (TYPE NAME)

<table>
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Dean/Director of School/College

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Undergraduate/Graduate Academic

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Board Chairperson

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   September 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Thesis
   C. Course Subject/Number: ART A499
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 0+6 Contact Time
   F. Grading Information: Pass/No Pass
   G. Course Description: Student will produce and exhibit a body of work based on an approved thesis proposal. Exhibition of work will be in designated group show. Special Note: Offered Spring semester only.
   H. Status of course relative to degree or certificate program:
      Required: BFA in Art
   I. Lab Fees: Yes
   J. Coordination: None
   K. Course Prerequisites: ART A491
   L. Registration Restrictions: Declared BFA in Art and approval of BFA Committees

III. Course Activities
     See BFA handbook details. Independently directed studio course. Planning and execution of a body of work. Planning for a formal gallery exhibition.

IV. Evaluation
     See BFA Thesis Evaluation Format attached

V. Course Level Justification
   A 400-level senior thesis course requiring substantive prerequisites, completion of primary studio concentration courses and approval by BFA Committee

VI. Outline
     As directed by Thesis Proposal

VII. Instructional Goals and Student Learning Outcomes
     A. Instructional Goals. The instructor will:
        1. Guide the student through the development of expressive properties in-group critiques with faculty.
        2. Demonstrate application of conceptual properties to works of art in-group critiques with faculty.
        3. Engage students in the use of formal properties in-group critiques with faculty.
     B. Student Learning Outcomes. The student will be able to:

     | STUDENT LEARNING OUTCOMES | ASSESSMENT |
     |---------------------------|------------|
     | Demonstrate the successful use of expressive | Exhibition of art work |
| properties in the visual realization of the thesis proposal (See attached assessment form) | Demonstrate the use of qualitative properties, originality and growth in ideas and thoughts as applied to the thesis proposal (See attached assessment form) | Exhibition of art work |
| Demonstrate the technical mastery of material and presentation as expressed by formal means (See attached assessment form) | Exhibition of art work |

**VIII. Suggested Text**
Not applicable

**IX. Bibliography and Resources**
As directed by Thesis Proposal
B.F.A. THESIS EVALUATION FORM
UAA DEPARTMENT OF ART

BFA Candidate: _______________________
Semester/Year: __________/__________
Faculty Reviewer: _______________________

Each member of the BFA Committee attending the final Thesis Evaluation Session will fill out this BFA Thesis Evaluation Form. Evaluation points will be awarded within each category (using decimal fractions ranging from 0 to 10). The final Thesis Grade will be calculated by the BFA Chair as a percentage from the highest possible total of all evaluation points awarded by the BFA Committee. Award of the thesis grade will be based on the following percentages of evaluation scores. A grade of B (80%) or better is considered a passing grade.

POINTS AWARDED BY THIS REVIEWER
(For Example, 10 Points = 100%, 9.5 = 95%, 8.3 = 83%, etc.)

1. EXPRESSIVE PROPERTIES
   Success in the visual realization of the Thesis Proposal.
   For specific comments, see other side or attached.

2. CONCEPTUAL PROPERTIES
   Quality, originality and growth in ideas/thoughts.
   For specific comments, see other side or attached.

3. FORMAL PROPERTIES
   Technical mastery of materials and presentation.
   For specific comments, see other side or attached.

BFA COMMITTEE COMBINED TOTAL SCORE
Total number of evaluators: _______
Highest possible score (10 x number of evaluators): _______

Total actual points awarded above by the BFA Committee: _______

Total Percentage: _______%

Thesis Grade: ______ PASS ______ NO PASS
  80% or higher  79.99% or lower
PROPOSAL OUTLINE

Introduction
A written thesis proposal must be approved by the BFA Committee prior to enrolling in ART 499 Thesis. The proposal will describe a project that you will translate into a body of visual work sufficient to merit the award of 3 credits, as determined by the BFA Committee. A BFA thesis proposal may describe many different kinds of projects. In most instances, the thesis project will involve the completion of a focused body of visual work in your primary studio area. Thesis proposals that suggest a visual project outside your primary studio area may be approved at the discretion of the BFA Committee.

The BFA thesis proposal is a formal document developed and written by you in consultation with your advisor and the BFA Committee. It is to be typewritten, display complete sentence structure, and use proper English grammar, spelling, and punctuation. The written proposal is not a research paper, but may incorporate footnotes, references, and a bibliography in developing the rationale for the suggested project. Every effort should be made to write in a style that uses clear and precise language. **NOTE: The proposal is to be on white paper.**

Purpose
The purpose of the proposal is to inform the Committee of the intended outcome of your project. At minimum the Committee will want to know What, How, & When.

**What** do you intend the final result to be - including quantity and size

**How** will you make the work - including media

**How** will you use the media to achieve the outcome

**When** will your project be done.

The Committee requires the information outlined below. However, do not overlook the importance of the mechanics of the project when considering the content and theme.

Outline Sections
The suggested outline for the written thesis proposal is to divide the paper into several parts.

I. Introduction (1 paragraph)
Write a focused overview of current interests, concerns, and activities that might serve as a theme or guide to the thesis work. Sometimes a quote of some sort is helpful here but is Not required!!

II. Body of Proposal (1 - 2 paragraphs)
Discuss what your artwork is about. Include your ideas and concepts.
Discuss personal artistic directions of your ideas.
Discuss the process/processes that you have chosen to use to create the work. Be clear and explain why and how you plan to achieve the end result.

III. Historical References (1 -2 paragraphs)
Develop an explanation of how the proposed project relates to the work of other artists or to areas of special interest that influence you. Tell your reader how this information and knowledge has influenced you and supports your proposal.

IV. Proposed Project (1 -2 paragraphs)
Describe the project you intend to complete and why. Be as specific as possible while allowing for the project’s own natural growth and change. Explain the logistics of the project.

V. Presentation
ART 499 Thesis will culminate in a gallery exhibition or formal presentation. It is preferred by the Committee that all presentations occur in the Kimura Gallery during the BFA Group Show, which is scheduled at the end of each semester. Shorter individual time slots might be available.

VI. Summary paragraph
VII. Exhibition/Presentation

A statement of your Exhibition/Presentation plans should be included here. As a reminder you will need to meet with the ACE Committee well in advance of writing your proposal to coordinate logistics for your Exhibition/Presentation.

You need to think about the logistics of your presentation well before your semester of actual enrollment in ART 499 Thesis. It is preferred by the Committee that all presentations occur in the Kimura Gallery during the BFA Group Show scheduled at the end of each semester. Shorter individual time slots might be available for installation type exhibitions.

As soon as you have developed an idea or direction for your Thesis Project you will need to meet with the ACE Committee about the Exhibition/Presentation logistics. The sooner you do this the better, however, as you will be discussing these issues with the BFA Committee when you present your Thesis Proposal you will need to have met with the ACE Committee just prior to writing the Proposal at the latest. Special requests must be, in writing on a separate page, and presented to the BFA and ACE Committee at the time your Thesis Proposal is presented for approval.

BFA THESIS MEETING

Introduction

You and all the other students enrolled in ART 499 Thesis will meet twice during the semester with the BFA Committee to review progress. Meeting times will be available at the beginning of the semester. Contact the Art office for the latest schedule.

Attendance Required

BFA Candidates enrolled in ART 499 Thesis are required to attend all BFA Meetings. The Committee Chair must be notified in advance in the case of an unavoidable absence. Failure to attend all scheduled BFA Thesis Meetings may result in a failing grade for ART 499 Thesis. This also applies to Candidates with a deferred grade who have not completed their thesis project as yet.

Satisfactory Progress

If at any time during the Thesis semester the Committee determines that satisfactory progress is NOT being made you will be informed either by the committee or by your faculty advisor. Appropriate action will be recommended. In some cases this determination may be reached during business deliberations at a BFA Committee meeting.

Appropriate recommendation might include the suggestion that you accept a deferred grade and continue the project in subsequent semesters. Should that be the case you have 2 years to complete the project and convert a deferred grade into a final grade. Please note that as long as you are enrolled in ART 499 Thesis all requirements must be met including attendance at all Thesis Meetings.

All BFA Candidates not yet enrolled in Thesis are also invited to attend these meetings.

First Meeting Presentation

Unless otherwise instructed, you should come to the first meeting of the semester prepared to give a short presentation of your project. Generally about 10 minutes long. Remember, while the Committee has already reviewed and approved your proposal, there will be other students who have no idea what you will be working on. Therefore, while your presentation should be short and to the point, it should also be thorough.

Work in Progress

In addition, you need to bring all work in progress relating to your project. Should logistics be a problem, discuss alternative methods with your advisor and/or the Committee Chair. A short video tape may be acceptable, but photographs are not ideal for evaluating work. If you require a VCR and monitor, please ask the department secretary, several days in advance, to reserve one for you.

Additional Information
Bring to the first BFA Thesis Meeting a typed page noting your intended production schedule for your project, which outlines where you expect to be in your work schedule for each of the scheduled thesis meeting dates. Be prepared to address general questions concerning your presentation.

Other Meetings
At each subsequent BFA Thesis Meeting, you should continue to bring work in progress for discussion and critique. Also be prepared to ask any questions you might have about your work. This is open discussion time between all the students and the BFA Committee.

**THESIS EVALUATION**

**Attendance Required**
BFA Candidates enrolled in ART 499 Thesis are required to attend all BFA Meetings. The Committee Chair must be notified in advance in the case of an unavoidable absence. Failure to attend all scheduled BFA Thesis Meetings may result in a failing grade for ART 499 Thesis. This also applies to Candidates with a deferred grade who have not completed their thesis project as yet.

**Satisfactory Progress**
If at any time during the Thesis semester the Committee determines that satisfactory progress is NOT being made you will be informed either by the committee or by your faculty advisor. Appropriate action* will be recommended. In some cases this determination may be reached during business deliberations at a BFA Committee meeting. *This action could be taken right up to the day you plan to hang the show.

Appropriate recommendations might include the suggestion that you accept a deferred grade and continue the project in subsequent semesters. Should that be the case you have 2 years to complete the project and convert a deferred grade into a final grade. Please note that as long as you are enrolled in ART 499 Thesis all requirements must be met including attendance at all Thesis Meetings each month.

**Grading Procedure**
Upon completion of your project, and during the time of the formal presentation, you will be evaluated individually by the committee on a PASS/NO PASS basis. The members of the committee will pick up an evaluation form from the office at their convenience. When completed the form will be returned to the office, combined with the other evaluations, and the grade calculated.

**Grading Criteria**
The BFA Thesis project evaluation includes 3 categories. Each of the 3 categories are awarded points from 1 - 10 by each BFA Committee member. The grade will be calculated as a percentage from the highest possible total of all evaluation points awarded by the BFA Committee.

I. **Expressive Properties**
Success in the visual realization of the thesis proposal

II. **Conceptual Properties**
Quality, originality, and growth of thoughts and ideas

III. **Formal Properties**
Technical mastery of materials and the quality of presentation

**Grading Points**
Award of the Thesis Grade will be based on the following points:

- 90 - 100 % = A
- 80 - 89.99% = B Pass
- 79.99% - below No Pass
Awarding the Grade

You will receive notification of your grade and the Committee's comments by mail within 2 weeks of the end of the Exhibition. However, in addition to successfully completing the thesis requirement you must supply the Department of Art with several items before your final grade will be submitted to Enrollment Services as indicated below:

- A clean copy of your approved BFA Thesis Proposal
- A minimum of 10 color slides of your thesis work, in a slide sheet, with top and front properly labeled. Include title, if any, and any other information needed
- A clean copy of the artist’s statement, if generated
- Optional: a copy of your invitation to the presentation
- Hardcopy mailing list borrowed from the ACE Committee
- Kimura Gallery & Storage Room Keys
- Reimbursement for mailing cost for invitations
- Gallery Manager's acceptance of clean up & repair

Gallery Clean up and Repair

The post-exhibition condition of the Kimura Gallery must be acceptable to the Gallery Manager prior to awarding the grade. Failure to meet expectations may result in a Deferred Grade or possibly, in extreme cases, a Failing Grade.

Expectations include, but are not limited to, removal of all art work from gallery, hall, lobby, and storage areas; filling all holes and patching walls, floor, and ceiling; repair and return of pedestals to storage area; return of all tools to storage. Refer to section on Exhibition for more information and coordinate with the Gallery Manager.

Artist's Statement

It is understood that there will be some deviation from the thesis proposal as the project begins to grow in progress. If the project outcome moves significantly outside the scope of the proposal, you will need to prepare an Artist's Statement to discuss how the outcome is still related to the original proposal. This statement would be included in your formal presentation or exhibition and would be used by the BFA Committee to evaluate the end result. This should be succinct and articulate your ideas effectively.

EXHIBITION or FORMAL PRESENTATION

You need to think about the logistics of your Exhibition or Formal Presentation well before your semester of actual enrollment in ART 499 Thesis. It is preferred by the Committee that all presentations occur in the Kimura Gallery during the BFA Group Show. Time for this has been set aside at the end of each semester. Shorter individual time slots might be available for installation type exhibitions.

As soon as you have developed an idea or direction for your Thesis Project you will need to meet with the ACE Committee about the Exhibition/Presentation logistics. The sooner you do this the better, however, as you will be discussing these issues with the BFA Committee when you present your Thesis Proposal you will need to have met with the ACE Committee just prior to writing the Proposal at the latest.

Kimura Gallery

If you will be presenting your work in the Kimura Gallery you will want to coordinate with the ACE Committee, gallery managers. The members of the ACE Committee will be able to assist you in securing keys to the gallery and gaining access to hand tools and hardware. In addition they will be able to advise you on how the space can best be utilized.

If you will be presenting your work in a group show you will also want to coordinate with the other members of the group.

Campus Center Gallery

If you will be presenting your work in the Campus Center Gallery you will want to coordinate with the Gallery Manager. The manager will be able to assist you in securing keys to the gallery and gaining access to hand tools and hardware. In addition they will be able to advise you on how the space can best be utilized.
If you will be presenting your work in a group show you will also want to coordinate with the other members of the group.

**Installation/Site-Specific Work, Performance and other Works of Art**

Your thesis project might be an installation either inside or outside of a venue or might be a performance piece. These are special circumstances that will have to be discussed during the thesis proposal review and approved by the faculty. Installation/Site-Specific Work and Performance Art must be located in the Anchorage area and be reasonable for the faculty to travel to. Getting the faculty together to witness a performance piece, or to visit an installation/site-specific piece necessitates co-ordination and a time frame that would be amenable to the faculty. The site must be approved by your BFA Thesis Committee. Permission for site usage is the responsibility of the student.

To present work of this type on campus there are 2 possibilities. For a presentation in the Arts Building contact the Fine Arts Building Manager. He would be the contact for using areas like Music Recital (Arts 150) or the Dance Studio. For space in other areas of the campus contact Facilities and Planning.

We will try to help you as best we can in these matters, but it is important that you confer with your advisor and be prepared to discuss them at the BFA Thesis meetings.
Urban Drone

I have always been intrigued by the exchange that exists between sentient beings and the space they live in, particularly the occurrence of repeated behavior and the obsessive conduct we engage in. The tacit dialog of perception and reality when applied to the physical, figurative, and unconscious implications of this interaction are crucial concerns in developing my artistic direction. In pursuing this direction I want to explore the relationships that exist between the small repeated behaviors of atoms, insects, or humans to larger patterns of cells, hives and urban settings. To this end, I have chosen to use bees as my primary metaphor to address space as an architectural reference point to evolve solutions to urban problems.

We are faced with an urgency to find creative solutions to complex and often abstract problems at the global level (e.g. population growth, food and energy resources and urban congestion). Throughout the 20th century various artists and architects have addressed space and its relationship to urban and rural contexts. Architects such as Antonio Gaudi, Bruno Taut, and Le Corbusier have actually used the bee metaphor as inspiration in their architectural enterprises. Their works are seminal in my own direction in terms of architectonic considerations. Artists with a motivating approach to space and perception such as Rachel Whiteread and Magdalena Jetelova’ are influential in my preoccupation with deliberate as well as oblivious interactions with space. Finally, the work of artists such as Mierle Ukeles, Robert Smithson and Peter Fend are especially informative for my own direction to find a means to integrate eco-art concerns in an urban setting.
Bees are incredibly efficient. They live in contained societies that I believe may offer some inspiration for current urban, spatial, and energy problems. People have been studying bees for centuries to offer models for utopian societies and other social concerns but I’d like to focus on what they may offer in the way of physical or engineering aspects of their systems.

For my BFA Thesis show I plan to present a body of work that will focus on two different but interrelated formats expressing the above concerns. First, I will be producing a series of three to five boxes that will function as three-dimensional prototypes of urban visions offering potential solutions to the current urban dilemma. These boxes will be similar to my current body of work involving enclosed boxes that can be viewed through various devices. Second, I will use a sequence of three to five large sewn photographs drawing visual parallels between bees, architecture and people that will complement the three-dimensional objects. Again, these two-dimensional objects will be analogous to my current direction of using Xerox copies that are sewn onto canvas. Both of these approaches are meant to integrate, explain and investigate new perceptions of the urban world. My ideas will develop as my research on bees and specific urban problems unfold and possible creative solutions present themselves.

The media used for my expressive needs will consist of wax, wood, electrical components, projection glasses, peepholes, canvas, photographs, and various sewn elements.

In conclusion, my proposal will be aimed in two directions. One direction will be to research the bee as metaphor. The other direction will use the structural implications inherent in the urban relationships.
1a. School or College
   AS CAS

1b. Division
   AMSC Division of Math Science

1c. Department
   Geological Sciences

2. Course Prefix
   GEOL

3. Course Number
   A490

4. Previous Course Prefix & Number
   none

5a. Credits/CEUs
   1-4

5b. Contact Hours
   (Lecture + Lab)
   (1-4+0)

6. Complete Course Title
   Advanced Topics in Geology

   Abbreviated Title for Transcript (30 character)

7. Type of Course
   ✗ Academic

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

   If a change, mark appropriate boxes:

   ☐ Prefix
   ☐ Course Number
   ☐ Credits
   ☐ Title
   ☐ Grading Basis
   ☐ Cross-Listed/Stacked
   ☐ Test Score Prerequisites
   ☐ Course Prerequisites
   ☐ Co-requisites
   ☐ Registration Restrictions
   ☐ Class
   ☐ Level
   ☐ College
   ☐ Major
   ✗ Other CCG (please specify)

9. Repeat Status Yes
   # of Repeats 2
   Max Credits 12

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

11. Implementation Date
    semester/year
    From: Spring 2013
    To: /

12. ✗ Cross Listed with
    GEOL A690

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): Kristine J Crossen
   Initiator Signed Initials: __________
   Date: __________

13b. Coordination Email
    Date: 10-8-12
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 10-8-12

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 selected topics in geology. Special note: May be repeated twice for a maximum of 12 credits with change of topic.

16a. Course Prerequisite(s) (list prefix and number)
    GEOL A221

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
    Designed as 400-level undergraduate course. Course takes advantage of the expertise of resident faculty, visiting faculty and community professionals. Current issues and topics not normally taught on a scheduled basis will be offered under this heading.

Initiator (faculty only) Kristine J Crossen

Initiator (TYPE NAME) Date

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Undergraduate/Graduate Academic Date

Approved

Disapproved

Board Chairperson

Approved

Disapproved

Provost or Designee Date

123
I. Date of Initiation: Spring 2013

II. Course Information:
A. College or School: College of Arts and Sciences
B. Course Title: Advanced Topics in Geology
C. Course Subject/Number: GEOL A490
D. Credit Hours: 1-4
E. Contact time: (1-4 + 0)
F. Grading Information: A-F
G. Course Description: Detailed study of selected topics in geology. Special note: May be repeated twice for a maximum of 12 credits with change of topic.
H. Status of course relative to degree program: May be used as upper-division elective to satisfy Geological Sciences major or minor.
I. Course Attributes: Applies toward upper division requirement for Geological Sciences major or minor.
J. Lab fees: yes
K. Coordination: UAA faculty list serve
L. Course Prerequisites: GEOL A221

III. Instructional Goals and Student Learning Outcomes:
A. Instructional Goals. The instructor will:
   1) Convey the geological concepts to the study of the particular topic.
   2) Demonstrate the applications of the selected topic to solving geologic problems and problems related to environmental sciences or other areas of interest.
   3) Guide students to utilize their problem solving skills to understand both the principles and applications of the selected geologic topic.

B. Student Learning Outcomes. The students will:
   1) Apply the principles of the selected topic to geologic, environmental, and other appropriate fields of study. Assessment: exams.
   2) Analyze recent literature and examples of modern applications of geological studies. Assessment: literature reviews.
   3) Develop research skills by participating in original research projects with their peers. Assessment: professional presentation.
IV. Course Activities

The course consists of lectures, discussions, and small group collaboration facilitated by the instructor.

V. Methods of Assessment:

Students will be evaluated based on homework assignments, exams, presentations, reports, and analysis, discussion, and synthesis of professional literature and the design and completion of research projects. Grades will be determined according to the syllabus of the individual instructor.

VI. Course Level Justification

Designed for Geological Science majors as an elective undergraduate course comparable to 400-level offerings at other universities. Designed to provide flexibility to offer and teach innovative senior-level lecture courses on a developmental basis. Such courses are essential to the student’s ability to succeed and integrate content with other 400-level courses in geological sciences.

VII. Topical Course Outline

Course outline will vary by topics selected.

Example from existing course - GEOL A465 - Isotope Geochemistry

1. Law of Radioactivity
2. Radioactive Decay Modes
3. Isotope geochronometers
4. Methods of Dating
5. Applications of Radioactive Isotopes to Environmental Problems
6. Principles of stable isotope geochemistry
7. Isotope fractionation
8. Equilibrium effects
9. Kinetic effects
10. Biological fractionation
11. Trace metal isotopes
12. Isotopes of other elements
VIII. Suggested Text(s)

Texts will vary depending on the topic of the course.

Example from Isotope Geochemistry above:


IX. Bibliography

References will vary depending on the selected topic.

Example from Isotope Geochemistry above.


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Geological Sciences</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>GEOL</td>
<td>A690</td>
<td>none</td>
<td>1-4</td>
<td>(1-4+0)</td>
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</table>

6. Complete Course Title  
Graduate Topics in Geology

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

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

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

9. Repeat Status Yes  ☑ # of Repeats  ☑ 2  Max Credits  12

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

11. Implementation Date   semester/year  From: Spring/2013  To:  /

12. ☐ Cross Listed with  ☑ Stacked with GEOL A490  Cross-Listed Coordination

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

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

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

Initiator Name (typed): Kristine J Crossen  Initiator Signed Initials: _________  Date:____________

13b. Coordination Email  Date: 10-8-12

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

13c. Coordination with Library Liaison  Date: 10-8-12

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)

Intensive study of narrowly defined topic in geology with emphasis on current problems. Independent research project required. Special note: May be repeated twice for a maximum of 12 credits with change of topic.

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

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

16d. Other Restriction(s)  Graduate Standing

☐ College  ☐ Major  ☐ Class  ☐ Level

17. ☑ Mark if course has fees  ☑ Mark if course is a selected topic course

19. Justification for Action

Designed as 600-level graduate course requiring independent research. Course takes advantage of the expertise of resident faculty, visiting faculty and community professionals. Current issues and topics not normally taught on a scheduled basis will be offered under this heading.

Initiator (faculty only)  Date

Kristine J Crossen  Initiator (TYPE NAME)

Approved  Disapproved

Department Chairperson  Date

Approved  Disapproved

Curriculum Committee Chairperson  Date

Approved  Disapproved

Undergraduate/Graduate Academic  Date

Board Chairperson

Approved  Disapproved

Provost or Designee

Date

128
I. Date of Initiation: Spring 2013

II. Course Information:
   A. College or School: College of Arts and Sciences
   B. Course Title: Graduate Topics in Geology
   C. Course Subject/Number: GEOL A690
   D. Credit Hours: 1-4
   E. Contact time: (1-4 + 0)
   F. Grading Information: A-F
   G. Course Description: Intensive study of narrowly defined topic in geology with emphasis on current problems. Independent research project required. Special note: May be repeated twice for a maximum of 12 credits with change of topic.
   H. Status of course relative to degree program: Graduate level course to serve students in interdisciplinary studies, the AEST joint CAS/SOE master’s program, and other M.S. degree programs.
   I. Course Attributes: Applies toward graduate level degree programs in interdisciplinary studies, AEST and other M.S. programs.
   J. Lab fees: yes
   K. Coordination: UAA faculty list serve
   L. Registration restrictions: Graduate standing

III. Instructional Goals and Student Learning Outcomes:
   A. Instructional Goals. The instructor will:
      1) Convey the geological concepts to the study of the particular topic.
      2) Demonstrate the applications of the selected topic to solving geologic problems and problems related to environmental sciences or other areas of interest.
      3) Guide students to utilize their problem solving skills to understand both the principles and applications of the selected geologic topic.
      4) Guide students in choosing a research topic and completing it in a professional manner.

   B. Student Learning Outcomes. The students will:
      1) Apply the principles of the selected topic to geologic, environmental, and other appropriate fields of study. Assessment: exams.
      2) Analyze recent literature and examples of modern applications of geological studies. Assessment: literature reviews and discussions.
3) Demonstrate research skills by participating in original research projects. Assessment: presentations and written papers.
4) Produce a professional quality presentation and a professional quality report at the conclusion of an individual research project. Improve their critical thinking skills through the analysis, discussion and synthesis of relevant professional literature. Assessment: professional quality presentations and written reports.

IV. Course Activities

The course consists of lectures, discussions, and small group collaboration facilitated by the instructor. Each student will initiate and complete a research project under the direction of the instructor.

VI Methods of Assessment:

Students will be evaluated based on homework assignments, exams, presentations, reports, and analysis, discussion, and synthesis of professional literature and the design and completion of professional quality research projects. Grades will be determined according to the syllabus of the individual instructor.

VI. Course Level Justification

Designed to be used as graduate level course to serve students in interdisciplinary studies, the AEST joint CAS/SOE master’s program, and other M.S. degree programs. Independent research, professional quality presentations and written reports required.

VII. Topical Course Outline

Course outline will vary by topics selected.

Example from existing course - GEOL A665 - Isotope Geochemistry

1. Law of Radioactivity
2. Radioactive Decay Modes
3. Isotope geochronometers
4. Methods of Dating
5. Applications of Radioactive Isotopes to Environmental Problems
6. Principles of stable isotope geochemistry
7. Isotope fractionation
8. Equilibrium effects
9. Kinetic effects
10. Biological fractionation
11. Trace metal isotopes
12. Isotopes of other elements

VII. Suggested Text(s)

Texts will vary depending on the topic of the course.

**Example from Isotope Geochemistry above:**


IX. Bibliography

References will vary depending on the selected topic.

**Example from Isotope Geochemistry above.**


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

1a. School or College  
CT CTC

1b. Division  
No Division Code

1c. Department  
Military Science and Leadership

2. Course Prefix  
MILS

3. Course Number  
A101

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
1.0 CR

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

6. Complete Course Title  
Leadership and Personal Development  
Leadership and Personal Dev

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☒ Prefix  ☐ Credits  ☐ Title  ☐ Contact Hours  ☐ Course Number  ☐ Course Description  ☐ Grading Basis  ☐ Cross-Listed/Stacked

☐ Repeat Status  ☐ Credits  ☐ Course Description  ☐ Test Score Prerequisites  ☐ Co-requisites

☐ Other Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ Other CCG (please specify)

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

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

11. Implementation Date  
semester/year

From: Fall/2013  To: /9999

12. ☐ Cross Listed with  ☐ Stacked with  

Cross-Listed Coordination Signature

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

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

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<th>Chair/Coordinator Contacted</th>
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<td>10/29/2012</td>
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<td>451</td>
<td>10/29/2012</td>
<td>LTC Adam Carson  <a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
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<td>3. MILS A150</td>
<td>451</td>
<td>10/29/2012</td>
<td>LTC Adam Carson  <a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Timothy M. Brower  Initiator Signed Initials: __________  Date: __________

13b. Coordination Email  Date: 11/02/2012  submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  Date: 11/02/2012

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 personal challenges and competencies that are critical for effective leadership. Educates students on how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, Officership, and Army operations. Develops basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

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

16b. Test Score(s)  
N/A

16c. Co-requisite(s) (concurrent enrollment required)  
MILS A150

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

This course is designed for one contact hour per week, not three.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approval Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
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<tr>
<td>Timothy M. Brower</td>
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<tr>
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<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<tr>
<td>Provost or Designee</td>
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</table>
I. Course Description:
Introduces students to the personal challenges and competencies that are critical for effective leadership. Educates students on how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, Officership, and Army operations. Develops basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

II. Course Design:
A. This course is designed for first year ROTC students and any other UAA students that want to increase their leadership skills.
B. Credits: 1.0
C. Total Student Involvement time: 15 contact hours + 30 hours outside class preparation.
D. This course is not part of a degree program.
E. There is no lab fee associated with this course.
F. This course may be taught in any time frame.
G. This is a revised course.
H. Coordinated with UAF listserv
I. Course level justification: This is the introductory course for the senior ROTC basic course. It is designed for students with no prior cadet experience or military training and provides an overview of subjects that are basic to personal development and leadership.

III. Course Activities:
This class will be conducted in an interactive manner and everyone will be responsible for contributing to the success of the learning experience. Lectures will be brief and interactive. Students will have extensive small group discussions and exercises throughout the class.

IV. Course Prerequisites:
None

Course Co-requisites:
MILS A150

V. Course Evaluation:
Grading Basis: A-F.

VI. Outline:
1.0 Safety
2.0 Leadership
   2.1 Army Leadership
   2.2 Leadership Styles
3.0 Personal Development
   3.1 Time Management
   3.2 Health and Fitness
   3.3 Introduction to Stress Management
4.0 Tactics and Techniques
   4.1 Orienteering
   4.2 Elements of a Fire Team

5.0 Officership
   5.1 ROTC Rank Structure
   5.2 US Military Customs and Courtesies
   5.3 Officership and the Army Profession

6.0 Values and Ethics
   6.1 Introduction to Warrior Ethos
   6.2 Introduction to the Army Values

VII. Suggested Text:

VIII. Bibliography:


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

A. **Instructional Goal:**
Introduce students to the Army’s leadership philosophies and integrate them into the students’ personal development experiences.

B. **Student Outcomes and Assessment Procedures**

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the Warrior Ethos.</td>
<td>Written evaluations and practical exercises.</td>
</tr>
<tr>
<td>Identify change and operate within complex environments.</td>
<td>Practical exercises.</td>
</tr>
<tr>
<td>Demonstrate effective time management skills</td>
<td>Practical exercises.</td>
</tr>
<tr>
<td>Communicate effectively with cadre, university personnel, and fellow students.</td>
<td>Small group presentations.</td>
</tr>
<tr>
<td>Explain the impact of cultural factors on Army operations.</td>
<td>Written evaluations and small group presentations.</td>
</tr>
<tr>
<td>Use the Troop Leading Procedures (TLPs) to accomplish various missions.</td>
<td>Practical exercises.</td>
</tr>
<tr>
<td>Understand and use land navigation and terrain analysis techniques to move tactically in small unit operations.</td>
<td>Written evaluations and practical exercises.</td>
</tr>
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</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>CT CTC</td>
<td>MILS</td>
<td>A102</td>
<td>N/A</td>
<td>1.0 CR</td>
<td>(Lecture + Lab)</td>
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<td></td>
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<td></td>
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<td>(1+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Introduction to Tactical Leadership
Intro to Tactical Leadership
Abbreviated Title for Transcript (30 character)

7. Type of Course

8. Type of Action:

If a change, mark appropriate boxes:
- [ ] Add
- [ ] Change
- [ ] Delete

9. Repeat Status No

10. Grading Basis

11. Implementation Date

12. Cross Listed with

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Army ROTC</td>
<td>188</td>
<td>10/29/2012</td>
<td>LTC Adam Carson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>2. MILS A150</td>
<td>451</td>
<td>10/29/2012</td>
<td>LTC Adam Carson</td>
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<td></td>
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</tr>
<tr>
<td>3. MILS A201</td>
<td>452</td>
<td>10/29/2012</td>
<td>LTC Adam Carson</td>
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<tr>
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</tr>
</tbody>
</table>

Initiator Name (typed): Timothy M. Brower
Initiator Signed Initials: ____________

13b. Coordination Email Date: 11/02/2012

13c. Coordination with Library Liaison Date: 11/02/2012

14. General Education Requirement

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

15. Course Description (suggested length 20 to 50 words)
Overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Explores dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.

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

16b. Test Score(s) N/A

16c. Co-requisite(s) (concurrent enrollment required) MILS A150

16d. Other Restriction(s) (non-codable)

17. [ ] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. Justification for Action

This course is designed for one contact hour per week, not three.

Initiator (faculty only) Date

Timothy M. Brower

[ ] Approved
[ ] Disapproved

Dean/Director of School/College Date

[ ] Approved
[ ] Disapproved

Department Chairperson Date

[ ] Approved
[ ] Disapproved

Curriculum Committee Chairperson Date

[ ] Approved
[ ] Disapproved

Provost or Designee Date
I. Course Description:
Overview leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Explores dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.

II. Course Design:
A. This course is designed for first year ROTC students and any other UAA students that want to increase their leadership skills.
B. Credits: 1.0
C. Total Student Involvement time: 15 contact hours + 30 hours outside class preparations.
D. This course is not part of a degree program.
E. There is no lab fee associated with this course.
F. This course may be taught in any time frame.
G. This is a revised course.
H. Coordinated with UAA listserv.
I. Course level justification: This is the second course in the senior ROTC basic course. It is designed to further prepare students for the second year of the senior ROTC basic course.

III. Course Activities:
This class will be conducted in an interactive manner and everyone will be responsible for contributing to the success of the learning experience. Lectures will be brief and interactive. Students will have extensive small group discussions and exercises throughout the class. Time will be given in class to discuss projects and papers.

IV. Course Prerequisites:
None

Course Co-requisites:
MILS A150

V. Course Evaluation:
Grading Basis: A-F.

VI. Outline:
1.0 Safety
2.0 Leadership
   2.1 Character and Presence
   2.2 Leader Intelligence
   2.3 Core Leader Competencies
3.0 Personal Development
   3.1 Goal Setting – Personal Mission Statement
   3.2 Intro to Effective Army Communication
4.0 Tactics and Techniques
   4.1 Tactics I
4.2 Tactics II  
4.3 Map Reading  
4.4 Land Navigation  

VII. Suggested Text:  

VIII. Bibliography:  

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:  
A. Instructional Goal:  
Explore in more detail the Army’s leadership philosophy and learn fundamental military concepts.  
B. Student Outcomes and Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe leadership attributes and core leader competencies.</td>
<td>Small group presentations.</td>
</tr>
<tr>
<td>Explain how values impact leadership.</td>
<td>Written evaluations and practical exercises.</td>
</tr>
<tr>
<td>Develop personal mission statement and goals.</td>
<td>Practical exercises.</td>
</tr>
<tr>
<td>Describe the components and roles of a fire team.</td>
<td>Written evaluations and practical exercises.</td>
</tr>
<tr>
<td>Demonstrate the three individual movement techniques.</td>
<td>Practical exercises and small group presentations.</td>
</tr>
<tr>
<td>Identify symbols, line types, and colors on a military map.</td>
<td>Written exercises.</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
CT CTC

1b. Division  
No Division Code

1c. Department  
Military Science and Leadership

2. Course Prefix  
MILS

3. Course Number  
A450

4. Previous Course Prefix & Number  
MILS A250

5a. Credits/CEUs  
3.0 CR

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

6. Complete Course Title  
History of the United States Army

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

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

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

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

11. Implementation Date  
From: Fall/2013    To: /9999

12.  
☐ Cross Listed with N/A

☐ Stacked with N/A

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
</table>
| 1. Army ROTC            | 188 (three times) |_impacted_ | 10/29/2012 | LTC Adam Carson  
ajcarson@uaa.alaska.edu  |
ajcarson@uaa.alaska.edu  |

3. 

Initiator Name (typed): Timothy M. Brower  
Initiator Signed Initials: _________  
Date:________________

13b. Coordination Email  
Date: 11/02/2012

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

13c. Coordination with Library Liaison  
Date: 11/02/2012

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)

Develops student awareness of the relationship of the military establishment to society in the United States. Examines the evolution of war and the progression of military professionalism and provides an awareness and purpose for military operations from colonial America to present day. Discusses the importance of understanding United States Army history as a part of the military profession. Analyzes the evolution of both tactics and force structure of the United States Army during these periods.

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

16b. Test Score(s)  
N/A

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

16d. Other Restriction(s)  

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  
This course was originally numbered MILS A250. However, the academically challenging content of the course is designed for juniors and seniors. MILS A450 is a part of the senior ROTC advanced course and a requirement for the Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis.
<table>
<thead>
<tr>
<th>Role</th>
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<th>Date</th>
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</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Timothy M. Brower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Approved/Disapproved</td>
<td>Date</td>
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<tr>
<td>Department Chairperson</td>
<td>Approved/Disapproved</td>
<td>Date</td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td>Approved/Disapproved</td>
<td>Date</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Approved/Disapproved</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Course Description:
Develop student awareness of the relationship of the military establishment to society in the United States. Examines the evolution of war and the progression of military professionalism and provides an awareness and purpose for military operations from colonial America to present day. Discusses the importance of understanding United States Army history as a part of the military profession. Analyzes the evolution of both tactics and force structure of the United States Army during this period.

II. Course Design:
A. This course is designed for third and fourth year ROTC students and any other UAA students who desire to learn about the history of the U.S Army.
B. Credits: 3.0
C. Total Student Involvement time: 45+90 hours
D. This course is part of the Minor in National Defense, Strategic Studies, and Leadership
E. There is no lab fee associated with this course.
F. This course may be taught in any time frame, but not more than one credit per week.
G. This course was previously numbered MILS A250.
H. Coordinated with UAA listserv.
I. Course level justification: This course was originally numbered MILS A250. However, it is the final course in the senior ROTC advanced course and a requirement for the Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis. The course examines the U.S. Army from colonial America to present day at the strategic and operational levels of warfare and challenges students to exercise critical thinking skills at these levels.

III. Course Activities:
Throughout the course, students analyze the American military experience from its colonial origins to today’s Global War on Terrorism. Students reach this objective by means of reading, writing, analyzing, and discussing American military history with a focus on the U.S. Army. They visit a local museum and conduct a virtual staff ride in order to, not only study, but experience historical artifacts and battlefields. As part of the curriculum, students are responsible for preparing and presenting information on a historical battle. They also study the effects of U.S. society on its military and the reverse, in particular civil-military relations.

IV. Course Prerequisites:
None

Course Co-requisites:
None

V. Course Evaluation:
Grading Basis: A-F.

VI. Outline:
1.0 Safety
2.0 Analytical Frameworks
   2.1 Principles of War

Course Content Guide
MILS A450 History of the United States Army
Page 1 of 3
2.2 Levels of War
2.3 Instruments of National Power

3.0 Colonial Origins

4.0 American Revolution
   4.1 Continental Army (Full-Time Soldiers)
   4.2 Militia (Part-Time Soldiers)

5.0 American Civil War
   5.1 Limited War
   5.2 Total War

6.0 World War I
7.0 Interwar Period
8.0 World War II (Europe)
9.0 World War II (Pacific)
10.0 Cold War
    10.1 Diplomacy and Alliances
    10.2 Deterrence Theory

11.0 Korean War
12.0 Vietnam War
13.0 Operations in Iraq
14.0 Operations in Afghanistan
15.0 The Global War on Terror

VII. Suggested Text:


VIII. Bibliography:


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

A. Instructional Goal:
Develop knowledge of the history of the United States Army and integrate the knowledge into practical uses by company grade officers on today’s battlefield.

B. Student Outcomes and Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, students will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>Compare and contrast the three components of the United States Army.</td>
<td>Written evaluation and small group presentations.</td>
</tr>
<tr>
<td>Examine the reasons why the United States Army has a full-time and part-time force and the unique abilities of each.</td>
<td>Written evaluation.</td>
</tr>
<tr>
<td>Differentiate between total and limited warfare; appraise historical wars accordingly.</td>
<td>Small group presentations.</td>
</tr>
<tr>
<td>Evaluate the changes in United States Army small unit tactics.</td>
<td>Written evaluation.</td>
</tr>
<tr>
<td>Examine the evolution of the United States Army force structure and the major factors for its change.</td>
<td>Written evaluation and small group presentation.</td>
</tr>
<tr>
<td>Extrapolate historical lessons learned into the current operational environment.</td>
<td>Practical exercise.</td>
</tr>
<tr>
<td>Evaluate historical events using various analytical tools (Principles of War, Levels of War, Instruments of National Power, etc.).</td>
<td>Individual presentations and written evaluation.</td>
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</table>
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
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<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
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<tr>
<td>CT CTC</td>
<td>Military Science and Leadership</td>
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<table>
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<tr>
<th>2. Complete Program Title/Prefix</th>
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<tbody>
<tr>
<td>Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis</td>
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<th>3. Type of Program</th>
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<td>Minor</td>
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This program is a Gainful Employment Program: □ Yes or □ No

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<th>PREFIX</th>
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<td>□ Inactivate</td>
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<th>5. Implementation Date (semester/year)</th>
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<td>From: Fall/2013 To: /9999</td>
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<tr>
<th>6a. Coordination with Affected Units</th>
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</thead>
<tbody>
<tr>
<td>Department, School, or College:</td>
</tr>
<tr>
<td>Initiator Name (typed): Timothy M. Brower</td>
</tr>
<tr>
<td>Initiator Signed Initials:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
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<table>
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<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>) Date:</th>
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<tr>
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<th>6c. Coordination with Library Liaison</th>
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<tr>
<th>7. Title and Program Description - Please attach the following:</th>
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<td>☑ Cover Memo     ☑ Catalog Copy in Word using the track changes function</td>
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<th>8. Justification for Action</th>
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<tr>
<td>One of the required courses to receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis, will change to an upper division level course. MILS A250 History of the United States Army is becoming MILS A450. This change updates the program/catalog to reflect accurate course information.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Initator (faculty only) Date</th>
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</thead>
<tbody>
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<td>Timothy M. Brower</td>
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<td>Undergraduate/Graduate Academic Board Chair Date</td>
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<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee Date</td>
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</tr>
</tbody>
</table>

146
ARMY ROTC

The Army Reserve Officers' Training Corps (ROTC) Program is America’s primary officer training program. Army ROTC, in a cooperative effort by the United States Army and UAA, educates, trains, and prepares students to serve as officers in the Regular Army, Army Reserve, or Army National Guard. Army ROTC has two-, three-, and four-year programs that lead to a commission as a Second Lieutenant. Army ROTC is divided into a basic course for freshmen and sophomores and the advanced course for juniors and seniors. Programs and courses can be adjusted to meet specific needs of individual students who desire to enroll but are past their freshmen year. Prior to completing Army ROTC, students may receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis. The courses focus on military history, Army force structure, leadership, time and stress management, decision making through academic instruction, and operations in the contemporary operating environment. Non-contracted students may take the 100- and 200-level academic courses without incurring a military obligation. However, only contracted Cadets may take MILS A302, MILS A401, and MILS A402.

The leadership and physical training laboratory provides practical military training. Activities include staff rides to Army bases, physical fitness training, conducting drill and ceremony, and leadership exercises. To attend the leadership laboratory, UAA students must not have a medical condition that would preclude service in the Armed Forces.

To become an officer through Army ROTC, a student must, at a minimum, complete the two-year program (300- and 400-level courses plus leadership laboratory), the U.S. Army Leader Development and Assessment Course, and earn a baccalaureate degree in any major from UAA. Upon graduation and commissioning, new lieutenants must serve eight years in the regular Army, Army Reserves, and/or Army National Guard.

In order to receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis, students must complete the declaration of a minor form on the UAA website (www.uaa.alaska.edu/records/graduation/declaration_minor_form_login.cfm)

Three hours of mandatory Physical Training (PT) and a two hour lab are required each week. Times and location of PT sessions to be announced.

Two-Year Program

1. Available to UAA students with two years remaining until graduation: students complete the U.S. Army Leader’s Training Course, the U.S. Army Leader Development and Assessment Course, and the following courses (19 credits):

   MILS A150  Army ROTC Leadership and Physical Training Laboratory (1)  4
   MILS A301  Adaptive Team Leadership  3
   MILS A302  Applied Team Leadership  3
   MILS A401  Adaptive Leadership  3
   MILS A402  Leadership in a Complex World  3
   MILS A450  History of the United States Army  3

2. Students take MILS A150 Army ROTC Leadership and Physical Training Laboratory each semester for a total of four semesters and 4 credits. Academic courses are taken in the order listed, beginning with MILS A301 Adaptive Team Leadership in the fall semester. MILS A450 may be taken at any time throughout the program.

Three-Year Program

1. Available to UAA students with three years remaining until graduation: students complete the U.S. Army Leader Development and Assessment Course and the following courses (27 credits):

   MILS A150  Army ROTC Leadership and Physical Training Laboratory (1)  6
   MILS A201  Foundations of Leadership  3
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILS A202</td>
<td>Foundations of Tactical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A301</td>
<td>Adaptive Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A302</td>
<td>Applied Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A401</td>
<td>Adaptive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A402</td>
<td>Leadership in a Complex World</td>
<td>3</td>
</tr>
<tr>
<td>MILS A450</td>
<td>History of the United States Army</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Students take MILS A150 Army ROTC Leadership and Training Laboratory each semester for a total of six semesters and 6 credits. Academic courses are taken in the order listed, beginning with MILS A201 Foundations of Leadership in the fall semester. MILS A450 may be taken at any time throughout the program.

### Four-Year Program

1. Available to UAA students with four years remaining until graduation: students complete the U.S. Army Leader Development and Assessment Course and the following courses (31 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILS A150</td>
<td>Army ROTC Leadership and Physical Training Laboratory</td>
<td>8</td>
</tr>
<tr>
<td>MILS A101</td>
<td>Leadership and Personal Development</td>
<td>1</td>
</tr>
<tr>
<td>MILS A102</td>
<td>Introduction to Tactical Leadership</td>
<td>1</td>
</tr>
<tr>
<td>MILS A201</td>
<td>Foundations of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A202</td>
<td>Foundations of Tactical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A301</td>
<td>Adaptive Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A302</td>
<td>Applied Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A401</td>
<td>Adaptive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A402</td>
<td>Leadership in a Complex World</td>
<td>3</td>
</tr>
<tr>
<td>MILS A450</td>
<td>History of the United States Army</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Students take MILS A150 Army ROTC Leadership and Physical Training Laboratory each semester for a total of eight semesters and 8 credits. Academic courses are taken in the order listed, beginning with MILS A101 Leadership and Personal Development in the fall semester. MILS A450 may be taken at any time throughout the program.

### Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis

Students majoring in another subject who wish to minor in National Defense, Strategic Studies, and Leadership: Army Emphasis must complete the following requirements. A minimum of 19 credits are required for the minor, 12 credits of which must be upper division. Students must earn at least 3 credits in residence in this field. They must also earn a UAA cumulative GPA of at least 3.00 (B). Students must declare this minor utilizing the declaration of a minor form on the UAA website (www.uaa.alaska.edu/records/graduation/declaration_minor_form.cfm) no later than the deadline to submit an application for graduation.

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILS A301</td>
<td>Adaptive Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A150</td>
<td>Army ROTC Leadership and Physical Training Laboratory</td>
<td>1</td>
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</table>

**Term 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MILS A302</td>
<td>Applied Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A150</td>
<td>Army ROTC Leadership and Physical Training Laboratory</td>
<td>1</td>
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</table>

**Term 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MILS A401</td>
<td>Adaptive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A150</td>
<td>Army ROTC Leadership and Physical Training Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

**Term 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILS A402</td>
<td>Leadership in a Complex World</td>
<td>3</td>
</tr>
<tr>
<td>MILS A150</td>
<td>Army ROTC Leadership and Physical Training Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

**May be taken during any term:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILS A450</td>
<td>History of the United States Army</td>
<td>3</td>
</tr>
</tbody>
</table>
Scholarships and Incentive Payments
Army ROTC has numerous scholarship and incentive programs for high school seniors planning to enroll at UAA and for college students currently enrolled or planning to enroll at UAA. All students receiving a scholarship or incentive payment must be a full-time student (at least 12 semester credits for undergraduate or 9 semester credits for graduate students).

1. High school seniors can compete for Army ROTC scholarships that pay tuition, fees, and books at any university with an Army ROTC program. The scholarship includes a monthly stipend. Students can obtain applications from www.goarmy.com/rotc/scholarships.jsp, the UAA Army ROTC office or from a high school guidance counselor. Applications must be postmarked no later than January 10 of a student’s senior year. High school seniors may also compete for an Army ROTC scholarship locally at the UAA level. Contact UAA Army ROTC for more information.

Army ROTC at UAA has several scholarship options for college students. These scholarships cover tuition, fees, and books for both undergraduate and graduate students. Scholarships also include a monthly stipend. Students compete for these scholarships during the academic term prior to activation. For example, a fall 100-level student can compete for a scholarship that would start in the spring of the student’s 100-level year.

2. All scholarships and incentives are subject to federally mandated age restrictions. Contact Army ROTC at UAA or go to www.goarmy.com/rotc/scholarships.jsp for more information.

Commissioning
After completing the Army ROTC Program, graduating from UAA, and passing a commissioning physical, cadets will receive a commission as a Second Lieutenant in the United States Army.

1. Second Lieutenants will usually begin their Basic Officer Leaders Course B within one year of commissioning. Students compete nationally for their branch based on a combined score consisting of their GPA, on-campus evaluations, and Leader Development and Assessment Course evaluation. The United States Army has 16 branches with multiple careers in each one. Students receive the branch assignments during the 400-level year.

2. Students may also compete for medical and law school appointments. Scholarships cover tuition, fees, and books for a student’s undergraduate and medical school programs. Army ROTC at UAA has more information on this highly competitive program.

3. Second lieutenants incur an eight-year service commitment with the Army. They serve full time in the Army for four years and four years with the Individual Ready Reserve (IRR). Select Cadets may choose to serve part time in the Army Reserve or Army National Guard while pursuing a civilian career.

Faculty
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Major Timothy M. Brower, Assistant Professor of Military Science, (907) 786-6093
Master Sergeant Donald G. Ramey, Senior Military Science Instructor, (907) 786-6092
Captain Cheryl L. Sahagun, Assistant Professor of Military Science, (907) 786-6094
ARMY ROTC

The Army Reserve Officers’ Training Corps (ROTC) Program is America’s primary officer training program. Army ROTC, in a cooperative effort by the United States Army and UAA, educates, trains, and prepares students to serve as officers in the Regular Army, Army Reserve, or Army National Guard. Army ROTC has two-, three-, and four-year programs that lead to a commission as a Second Lieutenant. Army ROTC is divided into a basic course for freshmen and sophomores and the advanced course for juniors and seniors. Programs and courses can be adjusted to meet specific needs of individual students who desire to enroll but are past their freshmen year. Prior to completing Army ROTC, students may receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis. The courses focus on military history, Army force structure, leadership, time and stress management, decision making through academic instruction, and operations in the contemporary operating environment. Non-contracted students may take the 100- and 200-level academic courses without incurring a military obligation. However, certain courses require prerequisites or faculty permission only contracted Cadets may take MILS A302, MILS A401, and MILS A402.

The leadership and physical training laboratory provides practical military training. Activities include staff rides to Army bases, physical fitness training, conducting drill and ceremony, and leadership exercises. To attend the leadership laboratory, UAA students must not have a medical condition that would preclude service in the Armed Forces.

To become an officer through Army ROTC, a student must, at a minimum, complete the two-year program (300- and 400-level courses plus leadership laboratory), the U.S. Army Leader Development and Assessment Course, and earn a baccalaureate degree in any major from UAA. Upon graduation and commissioning, new lieutenants must serve eight years in the regular Army, Army Reserves, and/or Army National Guard.

In order to receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis, students must complete the declaration of a minor form on the UAA website (www.uaa.alaska.edu/records/graduation/declaration_minor_form_login.cfm).

Three hours of mandatory Physical Training (PT) and a two hour lab are required each week along with a one hour PT lab. Times and location of PT sessions to be announced.

Two-Year Program
1. Available to UAA students with two years remaining until graduation. Students must take the courses listed below and complete the U.S. Army Leader’s Training Course, before starting the 300-level courses and complete the U.S. Army Leader Development and Assessment Course, and the following courses, before starting the 400-level courses (19 credits):

| MILS A150 | Army ROTC Leadership and Physical Training Laboratory (1) | 4 |
| MILS A250 | History of the United States Army | 3 |
| MILS A301 | Adaptive Team Leadership | 3 |
| MILS A302 | Applied Team Leadership | 3 |
| MILS A401 | Adaptive Leadership | 3 |
| MILS A402 | Leadership in a Complex World | 3 |
| MILS A450 | History of the United States Army | 3 |
| MILS A150 | Army ROTC Leadership Laboratory (1) | 4 |

2. Students take MILS A150 Army ROTC Leadership and Physical Training Laboratory each semester for a total of four semesters and 4 credits. Academic courses are taken in the order listed, beginning with MILS A301 Adaptive Team Leadership in the fall semester. MILS A250A450 may be taken at any time throughout the program.

Three-Year Program
1. Available to UAA students with three years remaining until graduation. Cadets must take the courses listed below and complete the U.S. Army Leader Development and Assessment Course and the following before starting the 400-level courses (27 credits):

- MILS A150 Army ROTC Leadership and Physical Training Laboratory (1) 6
- MILS A201 Foundations of Leadership 3
- MILS A202 Foundations of Tactical Leadership 3
- MILS A250 History of the United States Army 3
- MILS A301 Adaptive Team Leadership 3
- MILS A302 Applied Team Leadership 3
- MILS A401 Adaptive Leadership 3
- MILS A402 Leadership in a Complex World 3
- MILS A450 History of the United States Army 3
- MILS A150 Army ROTC Leadership Laboratory (1) 6

2. Students take MILS A150 Army ROTC Leadership and Training Laboratory each semester for a total of six semesters and 6 credits. Academic courses are taken in the order listed, beginning with MILS A201 Foundations of Leadership in the fall semester. MILS A250A450 may be taken at any time throughout the program.

Four-Year Program

1. Available to UAA students with four years remaining until graduation. Cadets must take the courses listed below and complete the U.S. Army Leader Development and Assessment Course and the following before starting the 400-level courses (31 credits):

- MILS A150 Army ROTC Leadership and Physical Training Laboratory (1) 8
- MILS A101 Leadership and Personal Development 3
- MILS A102 Introduction to Tactical Leadership 3
- MILS A201 Foundations of Leadership 3
- MILS A202 Foundations of Tactical Leadership 3
- MILS A250 History of the United States Army 3
- MILS A301 Adaptive Team Leadership 3
- MILS A302 Applied Team Leadership 3
- MILS A401 Adaptive Leadership 3
- MILS A402 Leadership in a Complex World 3
- MILS A450 History of the United States Army 3
- MILS A150 Army ROTC Leadership Laboratory (1) 8

2. Students take MILS A150 Army ROTC Leadership and Physical Training Laboratory each semester for a total of eight semesters and 8 credits. Academic courses are taken in the order listed, beginning with MILS A101 Leadership and Personal Development in the fall semester. MILS A250A450 may be taken at any time throughout the program.

Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis

Students majoring in another subject who wish to minor in National Defense, Strategic Studies, and Leadership: Army Emphasis must complete the following requirements. A minimum of 19 credits are required for the minor, 15 credits of which must be upper division. Students must earn at least 6 credits in residence in this field. They must also earn a UAA cumulative GPA of at least 3.00 (B). Students must declare this minor utilizing the declaration of a minor form on the UAA website (www.uaa.alaska.edu/records/graduation/declaration_minor_form.cfm) no later than the deadline to submit an application form for graduation.

Term 1
- MILS A301 Adaptive Team Leadership 3
- MILS A150 Army ROTC Leadership Laboratory 1

Term 2
- MILS A302 Applied Team Leadership 3
Scholarships and Incentive Payments

Army ROTC has numerous scholarship and incentive programs for high school seniors planning to enroll at UAA and for college students currently enrolled or planning to enroll at UAA. All students receiving a scholarship or incentive payment must be a full-time student (at least 12 semester credits for undergraduate or 9 semester credits for graduate students).

1. High school seniors can compete for Army ROTC scholarships that pay tuition, fees, and books at any university with an Army ROTC program. The scholarship includes a monthly stipend. Students can obtain applications from www.goarmy.com/rotc/scholarships.jsp, the UAA Army ROTC office or from a high school guidance counselor. Applications must be postmarked no later than January 10 of a student’s senior year. High school seniors may also compete for an Army ROTC scholarship locally at the UAA level. Contact UAA Army ROTC for more information.

Army ROTC at UAA has several scholarship options for college students. These scholarships cover tuition, fees, and books for both undergraduate and graduate students. Scholarships also include a monthly stipend. Students compete for these scholarships during the academic term prior to activation. For example, a fall 100-level student can compete for a scholarship that would start in the spring of the student’s 100-level year.

2. All scholarships and incentives are subject to federally mandated age restrictions. Contact Army ROTC at UAA or go to www.goarmy.com/rotc/scholarships.jsp for more information.

COMMISSIONING

After completing the Army ROTC Program, graduating from UAA, and passing a commissioning physical, cadets will receive a commission as a Second Lieutenant in the United States Army.

1. Second Lieutenants will usually begin their Basic Officer Leaders Course Phase II within one year of commissioning. Students compete nationally for their branch based on a combined score consisting of their GPA, on-campus evaluations, and Leader Development and Assessment Course evaluation. The United States Army has 16 branches with multiple careers in each one. Students receive the branch assignments during the 400-level year.

2. Students may also compete for medical and law school appointments. Scholarships cover tuition, fees, and books for a student’s undergraduate and medical school programs. Army ROTC at UAA has more information on this highly competitive program.

3. Second lieutenants incur an eight-year service commitment with the Army. They serve full time in the Army for four years and four years with the Individual Ready Reserve (IRR). Select Cadets may choose to serve part time in the Army Reserve or Army National Guard while pursuing a civilian career.

FACULTY

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Master Sergeant Donald G. Ramey, Assistant Professor/Senior Military Science Instructor, (907) 786-6092
Captain Cheryl L. Sahagun, Assistant Professor of Military Science, (907) 786-6094
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>MATH</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>MATH</td>
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<td>(4+0)</td>
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<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
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<tbody>
<tr>
<td>College Algebra</td>
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<thead>
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<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
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<tbody>
<tr>
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<td>☒ Add or ☑ Change</td>
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</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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</thead>
<tbody>
<tr>
<td>☑ A-F</td>
<td>☑ From: Fall/2013</td>
</tr>
<tr>
<td>☑ P/NP</td>
<td>☑ To: /999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>1. See attached</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Mark Fitch</td>
<td>_________</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 10/08/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv:</td>
<td>(<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
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</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>☑ Oral Communication</td>
</tr>
<tr>
<td>☑ Fine Arts</td>
</tr>
<tr>
<td>☑ Humanities</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covers equations and inequalities, function theory, solution of equations greater than first degree, matrices and determinants, systems of equations and inequalities, exponential and logarithmic functions, graphs and equations of conic sections, including applications of all these topics; binomial theorem; and sequences and series.</td>
</tr>
<tr>
<td>Special Note: A student may apply no more than 7 credits from any combination of MATH A107, A108, and A109 toward the graduation requirements for any baccalaureate degree.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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</thead>
<tbody>
<tr>
<td>MATH A105 with minimum grade of C.</td>
<td>N/A</td>
<td>N/A</td>
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<thead>
<tr>
<th>16d. Other Restriction(s):</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>☑ College</td>
<td>If prerequisite is not satisfied, appropriate SAT or ACT scores or approved UAA Placement Test required.</td>
</tr>
<tr>
<td>☑ Major</td>
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<tr>
<td>☑ Class</td>
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<td>☑ Level</td>
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17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental periodic review of curriculum</td>
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<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Mark Fitch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative Type</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
<td>Approved</td>
<td>Disapproved</td>
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Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Mathematical Sciences Department

Date: September 28, 2012

Course Information:
Course Subject/Number: MATH A107
Course Title: College Algebra
Credits: 4.0
Contact Hours: 4+0
Grading Basis: A-F

Course Description:
Covers equations and inequalities, function theory, solution of equations greater than first degree, matrices and determinants, systems of equations and inequalities, exponential and logarithmic functions, graphs and equations of conic sections, including applications of all these topics; binomial theorem; and sequences and series.

Special Note: A student may apply no more than 7 credits from any combination of MATH A107, A108 and A109 toward the graduation requirements for any baccalaureate degree.
Prerequisites: MATH A105 with minimum grade of C.
Registration Restrictions: If prerequisite is not satisfied, appropriate SAT or ACT scores or approved UAA Placement Test required.
Fees: Yes.

1. Instructional Goals and Student Learning Outcomes
   Instructional Goals: The instructor will
   • Present proper algebraic notation and terminology
   • Demonstrate the classification and algebraic methods for solving problems
   • Present applications and algebraic methods of modeling

   Student Learning Outcomes: Students will be able to
   • Use proper algebraic notation and terminology
   • Classify problems and use algebraic methods to solve them
   • Apply analytic reasoning skills to develop algebraic models of applications

2. Guidelines for evaluation
   The grading policy is left to the discretion of the instructor and such policies and procedures will be discussed during the first class meeting. Evaluation procedures will include quizzes or tests and a comprehensive final examination.

3. Course level justification
   The course is similar to standard College Algebra courses taught nationwide at the freshman level.
4. **Topical Course Outline**

1.0 **Basic Concepts** The student is expected to know these topics prior to enrolling

1.1 Sets of number and their properties
1.2 Integer exponents and scientific notation
1.3 Rational exponents and radicals
1.4 Polynomials
1.5 Factoring polynomials
1.6 Algebraic fractions

2.0 **Lines (review)**

2.1 Linear equations
2.2 Linear inequalities
2.3 Slope and equations of lines
2.4 Proportion and variation

3.0 **Equations and Inequalities**

3.1 Linear equations and modeling applications
3.2 Quadratic equations and modeling applications
3.3 Complex numbers
3.4 Polynomial and radical equations
3.5 Inequalities and absolute value

4.0 **Graphs of equations**

4.1 Cartesian coordinate system
4.2 Slopes and equations of lines
4.3 Graphs of other equations
4.4 Proportion and variation

5.0 **Functions**

5.1 Functions and function notation
5.2 Quadratic functions
5.3 Polynomial and other functions
5.4 Graphs of linear, quadratic, polynomial, and other functions
5.5 Solutions to quadratic and radical equations
5.6 Transformations of graphs of functions
5.7 Rational functions including vertical and other asymptotes
5.8 Operations on functions
5.9 Inverse functions

6.0 **Exponential and logarithmic functions**

6.1 Exponential functions and applications
6.2 Logarithmic functions and applications
6.3 Properties of logarithms
6.4 Exponential and logarithmic equations
7.0 Polynomial equations
  7.1 Remainder and factor theorems
  7.2 Synthetic division (optional)
  7.3 Descartes' rules of signs and bounds on roots (optional)
  7.4 Finding rational roots of polynomial equations
  7.5 Approximating irrational roots of polynomial equations (optional)

8.0 Linear systems
  8.1 Systems of linear equations
  8.2 Gaussian elimination and matrix methods
  8.3 Cramer's rule (optional)
  8.4 Systems of inequalities and linear programming
  8.5 Matrix algebra
  8.6 Matrix inversion
  8.7 Partial fractions

9.0 Conic sections and Quadratic Systems
  9.1 Circle (review)
  9.2 Parabola
  9.3 Ellipse
  9.4 Hyperbola
  9.5 Solving systems involving second-degree equations

10.0 Natural number functions
  10.1 Binomial theorem and combinatoric notation
  10.2 Sequences, series and the summation notation
  10.3 Arithmetic and geometric sequences and applications
  10.4 Mathematical induction (optional)

5. Suggested Texts

6. Bibliography
# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
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<td>AMSC Division of Math Science</td>
<td>Mathematical Sciences</td>
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<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>Concepts of Topology</td>
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Abbreviated Title for Transcript (30 character):

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If a change, mark appropriate boxes:

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<th>Grading Basis</th>
<th>Course Description</th>
<th>Test Score Prerequisites</th>
<th>Other Restrictions</th>
<th>Class</th>
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<td>Course Prerequisites</td>
<td>Co-requisites</td>
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<th>13a. Impacted Courses or Programs:</th>
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List any programs or college requirements that require this course.

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

<table>
<thead>
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<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): Sam Cook

Initiator Signed Initials: ____________________ Date: __________

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<th>13b. Coordination Email</th>
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submitted to Faculty LISTSERV: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

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<th>14. General Education Requirement</th>
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Mark appropriate box:

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

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<th>15. Course Description (suggested length 20 to 50 words)</th>
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Covers axiomatic definition of a topological space, mappings between topological spaces, continuity, homeomorphism, connectivity, completeness, and compactness. Also covers examples and applications from analysis and geometry. May include homotopy (the fundamental group with low-dimensional applications) and/or knot theory.

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(concurrent enrollment required)

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(non-codable)

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<th>17. Mark if course has fees</th>
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| 18. Mark if course is a selected topic course |

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<th>19. Justification for Action</th>
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Topology is an important and pervasive field of mathematics. The mathematical sciences faculty recognize the value of offering this course as part of the curriculum, and the course will better prepare our students for graduate study in mathematics and other endeavors.

Initiator (faculty only): Sam Cook

Initiator Signed Initials: ____________________ Date: __________

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Undergraduate/Graduate Academic Date

Approved

Disapproved

Board Chairperson Date

Approved

Disapproved

Provost or Designee Date
Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Mathematical Sciences Department

Date: March 21, 2012

Course Information:
Course Subject/Number: MATH A430
Course Title: Concepts of Topology
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Status of Course: Course can be used as a selective used to satisfy upper division requirements.

Course Description:
Covers axiomatic definition of a topological space, mappings between topological spaces, continuity, homeomorphism, connectivity, completeness, and compactness. Also covers examples and applications from analysis and geometry. May include homotopy (the fundamental group with low-dimensional applications) and/or knot theory.

Prerequisites: MATH A324 with minimum grade of C.
Corequisites: MATH A303.
Fees: No.

1. Instructional Goals and Student Learning Outcomes
Institutional Goals: The instructor will
• Introduce students to the concepts of topology
• Present proofs of major theorems of topology
• Introduce examples and applications of topology to mathematics and other areas of study

Student Learning Outcomes: Students will be able to
• Recognize topological spaces and their properties
• Understand proofs of key theorems
• Prove topological results

2. Guidelines for evaluation
The grading policy is left to the discretion of the instructor and such policies and procedures will be discussed during the first class meeting. Evaluation procedures may include homework, quizzes, tests and/or a comprehensive final examination.

3. Course level justification
Students must have previous experience with abstraction of mathematical concepts and knowledge of the fundamentals of set theory and analysis. The MATH A324 prerequisite ensures that examples of topological spaces from analysis will be familiar to the student.
The MATH A303 corequisite ensures that the fundamental group may be introduced without a break in presentation.

4. **Topical Course Outline**

1.0 Topological spaces
2.0 Axiomatic definition of a topology
3.0 Topologies defined by metrics
4.0 Subspace topology, product topology; quotient topology (optional)
5.0 Continuity and homeomorphism, open and closed maps
6.0 Completeness, total boundedness in metric spaces
7.0 Separation axioms, countability; separability (optional)
8.0 Compactness
9.0 Connectedness
10.0 Optional topics selected from
   10.1 Homotopy and the fundamental group
   10.2 Knot theory
   10.3 Classification of surfaces
   10.4 Manifold theory
   10.5 Dimension theory

Note: Instructors wishing to place emphasis on optional topics should clearly state those intentions in Syllabi.

5. **Suggested Texts**


6. **Bibliography**


* This text is a classic in the field.
Memorandum

To: CAS Course and Curriculum
From: Department of Mathematical Sciences
Date: 12/11/2012
Re: Program Changes

The Department of Mathematical Sciences is proposing the following changes to the Bachelor of Arts, Mathematics; Bachelor of Science, Mathematics; and minor in Mathematics.

- Adding the course Math A430 Concepts of Topology
- Adding Math A430 Concepts of Topology to the list of approved upper division mathematics courses for the majors and minor
- Changing the student learning outcomes for the baccalaureate degrees in mathematics

The Concepts of Topology course has been offered in the past as a special topics course. Feedback from students and review of programs nationwide indicates the value of adding this as a regular course.

The department revised the wording of the program student learning outcomes to increase clarity. The B.A. and B.S. in mathematics share the same student learning outcomes.

1. Demonstrate knowledge of the techniques of modern mathematical subjects including calculus, linear algebra, modern algebra, and probability and statistics.
2. Demonstrate an ability to construct proofs and solve problems using deductive logic, data analysis, computation, modeling, and connections.
3. Demonstrate an ability to read, write, and speak mathematics.
4. Be cognizant of their mathematical knowledge, of mathematics around them, and the need for life-long learning.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<td>AMSC Division of Math Science</td>
<td>Mathematical Sciences</td>
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2. Complete Program Title/Prefix  
Minor, Mathematics

3. Type of Program
Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Other: specify type in box 2

4. Type of Action:  
- PROGRAM  
- PREFIX

5. Implementation Date (semester/year)  
From: Fall 2013  
To: 9999

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

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 10/10/2012

6c. Coordination with Library Liaison  
Date: 10/10/2012

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

8. Justification for Action
Math A430: Topology is an important and pervasive field of mathematics. The mathematical sciences faculty recognize the value of offering this course as part of the curriculum, and the course will better prepare our students for graduate study in mathematics and other endeavors.  
Student Learning Outcomes: Revised wording better matches current departmental assessment methods.

Initiator (faculty only)  
Mark Fitch  
Initiator (TYPE NAME)

Approved  
Disapproved

Date  
Dean/Director of School/College  
Date

Approved  
Disapproved

Date  
Undergraduate/Graduate Academic Board Chairperson  
Date

Approved  
Disapproved

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

1a. School or College  
   AS CAS

1b. Division  
   AMSC Division of Math Science

1c. Department  
   Mathematical Sciences

2. Complete Program Title/Prefix  
   Bachelor of Science, Mathematics

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

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

5. Implementation Date (semester/year)  
   From: Fall/2013  
   To: 9999

6a. Coordination with Affected Units  
   Department, School, or College: Mathematical Sciences, CAS
   Initiator Name (typed): Mark Fitch  
   Initiator Signed Initials: __________  
   Date: __________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
   Date: 10/10/2012

6c. Coordination with Library Liaison  
   Date: 10/10/2012

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

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<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Initiator (TYPE NAME)</th>
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</thead>
<tbody>
<tr>
<td>Mark Fitch</td>
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</table>

<table>
<thead>
<tr>
<th>Initiator</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tr>
<th>Initiator</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
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<tr>
<th>Initiator</th>
<th>Date</th>
<th>Board Chairperson</th>
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<tr>
<th>Initiator</th>
<th>Date</th>
<th>Provost or Designee</th>
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</thead>
<tbody>
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167
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Mathematical Sciences</td>
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</table>

2. Complete Program Title/Prefix
Bachelor of Arts, Mathematics

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

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

5. Implementation Date (semester/year)
From: Fall 2013 To: 9999

6a. Coordination with Affected Units
Department, School, or College: Mathematical Sciences, CAS
Initiator Name (typed): Mark Fitch
Initiator Signed Initials: _________ Date:______________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 10/10/2012

6c. Coordination with Library Liaison
Date: 10/10/2012

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

8. Justification for Action
Math A430: Topology is an important and pervasive field of mathematics. The mathematical sciences faculty recognize the value of offering this course as part of the curriculum, and the course will better prepare our students for graduate study in mathematics and other endeavors.
Student Learning Outcomes: Revised wording better matches current departmental assessment methods.

Initiator (faculty only) Date
Mark Fitch
Initiator (TYPE NAME) 

Approved Disapproved
Dean/Director of School/College Date
Approved Disapproved
Undergraduate/Graduate Academic Date
Approved Disapproved
Board Chairperson Date
Approved Disapproved
Provost or Designee Date
The Department of Mathematical Sciences offers a Bachelor of Science degree and a Bachelor of Arts degree in Mathematics.

Student Learning Outcomes

- Demonstrate knowledge of the techniques of modern mathematical subjects including calculus, linear algebra, modern
  algebra, and probability and statistics.
- Demonstrate an ability to construct proofs and solve problems using deductive logic, data analysis, computation,
  modeling, and connections.
- Demonstrate an ability to read, write, and speak mathematics.
- Be cognizant of their mathematical knowledge, of mathematics around them, and the need for life-long learning.

Each degree has two options: the Traditional Option and the Secondary Teaching Preparation Option. The Traditional Option in the
baccalaureate degree programs in Mathematics offer an excellent foundation for any career involving theoretical or applied
mathematics. Well-trained mathematicians are in demand in many sectors of society including business, finance, education,
computing, and government. The Traditional Option also prepares a student for graduate study in the mathematical sciences. Both
the Traditional Option (with appropriately chosen electives) and the Secondary Teaching Preparation Option satisfy NCATE
standards, and prepare a student to teach mathematics at the high school level.

In addition, the Department of Mathematical Sciences offers courses and programs for those students who wish to:

- Obtain an Associate of Applied Science degree
- Obtain an Associate of Arts degree
- Obtain a variety of certificates
- Study mathematics for use in another discipline
- Improve job-related mathematics skills
- Study mathematics for self-interest

Honors in Mathematics

Students majoring in Mathematics are eligible to graduate with departmental honors if they satisfy the following requirements:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
2. Meet the requirements for a BA/BS degree in Mathematics.
3. Earn a grade point average of 3.50 or above in the major requirements.
4. Complete a minimum of 12 upper division credits required for the major in residence.

Bachelor of Arts, Mathematics

Admission Requirements

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

Graduation Requirements

Students must complete the following graduation requirements.

A. General University Requirements

Complete the General University Requirements for Baccalaureate degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
C. College of Arts and Sciences Requirements

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

D. Major Requirements

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

1. Complete the following core courses (28 Credits)
   - CS A109 Computer Programming (Languages Vary) (3) 3
   - or
   - CS A110 Java Programming (3)
   - or
   - CS A111 Visual Basic.Net Programming (3)
   - or
   - CS A201 Programming Concepts I (3)
   - MATH A200 Calculus I 4
   - MATH A201 Calculus II 4
   - MATH A202 Calculus III 4
   - MATH A215 Introduction to Mathematical Proofs 3
   - MATH A303 Introduction to Modern Algebra 3
   - MATH A314 Linear Algebra 3
   - STAT A307 Probability and Statistics 4

2. Complete one of the following options:
   - Traditional Option (21 Credits)
     - MATH A302 Ordinary Differential Equations 3
     - MATH A321 Analysis of Several Variables 3
     - MATH A324 Advanced Calculus 3
     - MATH A410 Introduction to Complex Analysis (3) 3
     - or
     - MATH A422 Partial Differential Equations (3)
   a. Complete three additional courses from the following list: MATH A305, MATH A306, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A426, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.
   b. A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.
   c. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
   d. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

Secondary Teaching Preparation Option (15 Credits)

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

- MATH A305 Introduction to Geometries 3
- MATH A306 Discrete Methods 3
- MATH A420 History of Mathematics 3
a. Complete two additional courses from the following list: MATH A302, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

b. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

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

**Bachelor of Science, Mathematics**

**Admission Requirements**

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

**Graduation Requirements**

Students must complete the following graduation requirements.

**A. General University Requirements**

Complete the General University Requirements for Baccalaureate degrees listed at the beginning of this chapter.

**B. General Education Requirements**

Complete the General Education Requirements for Baccalaureate Degrees listed in Chapter 7, Academic Standards and Regulations.

**C. College of Arts and Sciences Requirements**

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

**D. Major Requirements**

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

1. Complete the following core courses (28 Credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CS A109</td>
<td>Computer Programming (Languages Vary) (3)</td>
<td>3</td>
</tr>
<tr>
<td>CS A110</td>
<td>Java Programming (3)</td>
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<td>CS A111</td>
<td>Visual Basic .Net Programming (3)</td>
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<tr>
<td>CS A201</td>
<td>Programming Concepts I (3)</td>
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<tr>
<td>MATH A200</td>
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<tr>
<td>MATH A201</td>
<td>Calculus II</td>
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<tr>
<td>MATH A202</td>
<td>Calculus III</td>
<td>4</td>
</tr>
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<td>MATH A215</td>
<td>Introduction to Mathematical Proofs</td>
<td>3</td>
</tr>
<tr>
<td>MATH A303</td>
<td>Introduction to Modern Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH A314</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>STAT A307</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>
2. Complete one of the following options:

**Traditional Option (21 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH A302</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH A321</td>
<td>Analysis of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>MATH A324</td>
<td>Advanced Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH A410</td>
<td>Introduction to Complex Analysis (3)</td>
<td>3</td>
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</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH A422</td>
<td>Partial Differential Equations (3)</td>
</tr>
</tbody>
</table>

a. Complete three additional courses from the following list: MATH A305, MATH A306, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

b. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

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

**Secondary Teaching Preparation Option (15 Credits)**

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

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH A305</td>
<td>Introduction to Geometries</td>
<td>3</td>
</tr>
<tr>
<td>MATH A306</td>
<td>Discrete Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH A420</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

a. Complete two additional courses from the following list: MATH A302, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

b. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

c. A total of 120 credits is required for the degree, of which 42 credits must be upper division.
Minor, Mathematics

Students majoring in another subject who wish to minor in Mathematics must complete the following requirements. A total of 18 credits is required for the minor, 6 of which must be approved upper division Mathematics credits.

MATH A200  Calculus I  4
MATH A201  Calculus II  4
MATH A202  Calculus III  4
Complete two additional courses from the following list:
MATH A302, MATH A303, MATH A305, MATH A306, MATH A314, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A423, MATH A426, MATH A430, MATH A490A*, MATH A490B*.

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

FACULTY

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Samuel Cook, Assistant Professor, sam.cook@uaa.alaska.edu
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Mark Fitch, Associate Professor, mafitch@uaa.alaska.edu
Stefanos Folias, Assistant Professor, sefolias@uaa.alaska.edu
Larry Foster, Professor, lmfoster@uaa.alaska.edu
Joan Haig, Professor, jinhaig@uaa.alaska.edu
Alberta Harder, Assistant Professor, amb harder@uaa.alaska.edu
Robert McCoy, Professor, romccoy@uaa.alaska.edu
Deborah Narang, Professor, dinarang@uaa.alaska.edu
Kamal Narang, Professor, knarang@uaa.alaska.edu
Gail Opalinski, Term Assistant Professor, gopalinski@uaa.alaska.edu
Leonard Smiley, Professor, lmsmiley@uaa.alaska.edu
Brian Wick, Professor Emeritus
Yelena Yagodina, Term Assistant Professor, yyagodina@uaa.alaska.edu
The Department of Mathematical Sciences offers a Bachelor of Science degree and a Bachelor of Arts degree in Mathematics. Each degree has two options: the Traditional Option and the Secondary Teaching Preparation Option.

**Student Learning Outcomes**

- Demonstrate knowledge of the techniques of modern mathematical subjects including calculus, linear algebra, modern algebra, and probability and statistics.
- Demonstrate an ability to construct proofs and solve problems using deductive logic, data analysis, computation, modeling, and connections.
- Demonstrate an ability to read, write, and speak mathematics.
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4. Complete a minimum of 12 upper division credits required for the major in residence.

**Bachelor of Arts, Mathematics**

**Admission Requirements**

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

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Students must complete the following graduation requirements.

**A. General University Requirements**

Complete the General University Requirements for Baccalaureate degrees listed at the beginning of this chapter.
B. General Education Requirements

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

C. College of Arts and Sciences Requirements

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

D. Major Requirements

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

1. Complete the following core courses (28 Credits)
   - CS A109 Computer Programming (Languages Vary) (3) 3
   - or
   - CS A110 Java Programming (3)
   - or
   - CS A111 Visual Basic.Net Programming (3)
   - or
   - CS A201 Programming Concepts I (3)
   - MATH A200 Calculus I 4
   - MATH A201 Calculus II 4
   - MATH A202 Calculus III 4
   - MATH A215 Introduction to Mathematical Proofs 3
   - MATH A303 Introduction to Modern Algebra 3
   - MATH A314 Linear Algebra 3
   - STAT A307 Probability and Statistics 4

2. Complete one of the following options:

   a. Traditional Option (21 Credits)
      - MATH A302 Ordinary Differential Equations 3
      - MATH A321 Analysis of Several Variables 3
      - MATH A324 Advanced Calculus 3
      - MATH A410 Introduction to Complex Analysis (3) 3
      - or
      - MATH A422 Partial Differential Equations (3)

   b. Complete three additional courses from the following list: MATH A305, MATH A306, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A426, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

   c. A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

   d. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

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

Secondary Teaching Preparation Option (15 Credits)

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

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

a. Complete two additional courses from the following list: MATH A302, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408 Complete two additional courses from the following list: MATH A302, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, MATH A426, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

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

**Bachelor of Science, Mathematics**

**Admission Requirements**

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

**Graduation Requirements**

Students must complete the following graduation requirements.

A. **General University Requirements**

Complete the General University Requirements for Baccalaureate degrees listed at the beginning of this chapter.

B. **General Education Requirements**

Complete the General Education Requirements for Baccalaureate Degrees listed in Chapter 7, Academic Standards and Regulations.

C. **College of Arts and Sciences Requirements**

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

D. **Major Requirements**

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

1. Complete the following core courses (28 Credits)

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<tr>
<td>or</td>
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MATH A202 Calculus III 4
MATH A215 Introduction to Mathematical Proofs 3
MATH A303 Introduction to Modern Algebra 3
MATH A314 Linear Algebra 3
STAT A307 Probability and Statistics 4

2. Complete one of the following options:

**Traditional Option (21 Credits)**

MATH A302 Ordinary Differential Equations 3
MATH A321 Analysis of Several Variables 3
MATH A324 Advanced Calculus 3
MATH A410 Introduction to Complex Analysis (3) 3

or
MATH A422 Partial Differential Equations (3)

a. Complete three additional courses from the following list: MATH A305, MATH A306, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

b. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

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

MATH A305 Introduction to Geometries 3

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.*
a. Complete two additional courses from the following list: MATH A302, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

b. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

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### Minor, Mathematics

Students majoring in another subject who wish to minor in Mathematics must complete the following requirements. A total of 18 credits is required for the minor, 6 of which must be approved upper division Mathematics credits.

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>MATH A200</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH A201</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH A202</td>
<td>Calculus III</td>
</tr>
</tbody>
</table>

Complete two additional courses from the following list:
MATH A302, MATH A303, MATH A305, MATH A306, MATH A314, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A423, MATH A426, MATH A430, MATH A490A*, MATH A490B*.

Approved upper division Mathematics electives* 6

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

### FACULTY

Arthur Bukowski, Professor Emeritus
Samuel Cook, Assistant Professor, sam.cook@uaa.alaska.edu
Hilary Davies, Professor, mdavies@uaa.alaska.edu
Mark Fitch, Associate Professor, mafitch@uaa.alaska.edu
Stefanos Folias, Assistant Professor, sefolias@uaa.alaska.edu
Larry Foster, Professor, lmfoster@uaa.alaska.edu
Joan Haig, Professor, jmhaig@uaa.alaska.edu
Alberta Harder, Assistant Professor, amharder@uaa.alaska.edu
Robert McCoy, Professor, romccoy@uaa.alaska.edu
Deborah Narang, Professor, dlnarang@uaa.alaska.edu
Kamal Narang, Professor, knarang@uaa.alaska.edu
Gail Opalinski, Term Assistant Professor, gopalinski@uaa.alaska.edu
Leonard Smiley, Professor, lmsmiley@uaa.alaska.edu
Brian Wick, Professor Emeritus
Yelena Yagodina, Term Assistant Professor, yyagodina@uaa.alaska.edu
### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>EN SOENG</th>
<th>1b. Division</th>
<th>No Division Code</th>
<th>1c. Department</th>
<th>Geomatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>GEO</td>
<td>3. Course Number</td>
<td>A365</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>NA</td>
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<tr>
<td>5a. Credits/CEUs</td>
<td>4</td>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
<td>(4+0)</td>
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</table>

#### Complete Course Title

**Geomatics Adjustment and Analysis**  
Geom Adjustment & Analysis  

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

**Geomatics Adjustment and Analysis**

#### Type of Course

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

#### Type of Action:

- Add
- Change
- Delete

If a change, mark appropriate boxes:

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

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

#### Grade Basis

- A-F
- P/NP
- NG

#### Implementation Date

- From: Fall/2013  
- To: Fall/9999

#### Cross Listed with

- Stacked with

#### Coordination Email

- Date: 10/15/2012  
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

#### Coordination with Library Liaison

- Date: 10/15/2012

#### General Education Requirement

- Mark appropriate box:
  - Oral Communication
  - Written Communication
  - Quantitative Skills
  - Humanities
  - Fine Arts
  - Social Sciences
  - Natural Sciences
  - Integrative Capstone

#### Course Description

(suggested length 20 to 50 words)


16a. Course Prerequisite(s) (list prefix and number)  
(MATH A272, STAT A253, GEO A256) with a minimum grade of C.

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

#### Justification for Action

Update course title, course description and prerequisites to reflect other changes in the Geomatics program, as well as slight updating of the course.

---

Initiator (faculty only)  
N.W.J. Hazelton  
Initiator Signed Initials: __________  
Date: __________

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

Approved Disapproved
Department Chairperson  
Date: __________

Approved Disapproved
Board Chairperson  
Date: __________

Approved Disapproved
Curriculum Committee Chairperson  
Date: __________

Approved Disapproved  
Provost or Designee  
Date: __________

---

179
I. Date Initiated: 15th October, 2012

II. Information for the Course Action Request

College/School: EN – School of Engineering

Department: Geomatics

Course Prefix: GEO

Course Number: A365

Title: Geomatics Adjustment and Analysis

Credits: 4

Contact Hours: 4 hours lecture per week (4+0)

Grading Basis: A–F

Implementation Date: Fall, 2013


Course Prerequisites(s): (MATH A272, STAT A253, GEO A256) with a minimum grade of C.

Test Scores(s): N/A

Corequisite(s): N/A

Registration Restrictions: N/A

Course Fee: ☒ Yes ☐ No
III. Course Level Justification  
This course builds on 200-level courses, and develops Geomatics skills beyond the AAS level.

IV. Instructional Goals  
The instructor will:

<table>
<thead>
<tr>
<th>No.</th>
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<tbody>
<tr>
<td>1.</td>
<td>Explain the nature of errors in spatial data</td>
</tr>
<tr>
<td>2.</td>
<td>Explain how errors propagate through spatial data processes</td>
</tr>
<tr>
<td>3.</td>
<td>Explain how to model error propagation and develop an error budget</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the fundamentals of least squares adjustment</td>
</tr>
<tr>
<td>5.</td>
<td>Explain how to design and develop least squares adjustment for a wide range of Geomatics measurements</td>
</tr>
<tr>
<td>6.</td>
<td>Explain how to undertake least squares adjustments for various Geomatics applications</td>
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V. Student Learning Outcomes and Assessment Procedures  

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>1. Analyze geomatics data and provide an error budget for measurements</td>
<td>Assignments, tests, exams</td>
</tr>
<tr>
<td>2. Analyze the propagation of errors through sequential processes</td>
<td>Assignments, tests, exams</td>
</tr>
<tr>
<td>3. Design least squares adjustments for a range of geomatics applications</td>
<td>Assignments, tests, exams</td>
</tr>
<tr>
<td>4. Undertake a least squares adjustment and analyze the results</td>
<td>Assignments, tests, exams</td>
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<tr>
<td>5. Apply least squares adjustment to a wide range of Geomatics applications</td>
<td>Assignments, tests, exams</td>
</tr>
</tbody>
</table>

VI. Course Outline  
1. Introduction  
2. Error propagation and linearization  
3. Concept of adjustment  
4. Least squares adjustment  
5. Probability theory applied to least squares adjustment  
6. Variance-covariance propagation  
7. Statistical analysis for spatial data  
8. General least squares adjustment  
9. Applications in Geomatics
VII. Suggested Text(s)


VIII. Bibliography


* Classic textbook.
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>GEO</td>
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<td>(0-6+0-12)</td>
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<th>7. Type of Course</th>
<th>8. Type of Action: Add or Change or Delete</th>
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<tr>
<td>Selected Advanced Topics in Geomatics</td>
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<td>To: Fall/9999</td>
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<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
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<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<th>14. General Education Requirement</th>
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<td>Social Sciences</td>
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<td>Natural Sciences</td>
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<tr>
<td>Integrative Capstone</td>
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<table>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>Advanced theoretical or practical concepts in Geomatics. Specific course content is determined by student needs, developments in technology, or licensing requirements. May be repeated with change of topics.</td>
<td>GEO A256 with a minimum grade of C.</td>
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<table>
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<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

|-----------------------------|------------------------------------------------------------------|

Initiator Name (typed): N.W.J. Hazelton
Initiator Signed Initials: ______________________
Date: ______________________

Initiator (faculty only)
N.W.J. Hazelton
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College

Date

approved
Disapproved

Department Chairperson

Date

approved
Disapproved

Undergraduate/Graduate Academic
Board Chairperson

Date

approved
Disapproved

Provost or Designee

Date
I. Date Initiated: 15th October, 2012

II. Information for the Course Action Request

College/School: EN – School of Engineering

Department: Geomatics

Course Prefix: GEO

Course Number: A490

Title: Selected Advanced Topics in Geomatics

Credits: 1-6

Contact Hours: 0-6 + 0-12

Grading Basis: A–F

Implementation Date: Spring, 2013

Course Description: Advanced theoretical or practical concepts in Geomatics. Specific course content is determined by student needs, developments in technology, or licensing requirements. May be repeated with change of topics.

Course Prerequisites(s): GEO A256 with a minimum grade of C

Test Scores(s): NA

Corequisite(s) NA

Registration Restrictions: None

Course Fee: ☒ Yes ☐ No

III. Course Level Justification

Advanced selected topics course able to be taken by junior and senior students.
IV and V. Instructional Goals, Student Learning Outcomes, Assessment Measures

A. Instructional Goals

During the course, the instructor will:

1. Present the selected topics in detail and attempt to tailor presentations to the interests of the class;
2. Include guest lecturers as possible to broaden and deepen the topic offered;
3. Present theoretical and practical examples that are professionally useful to the class participants on finishing the class; and
4. Encourage students to participate by sharing their professional experience with the class.

B. Student Learning Outcomes

On successful course completion, students will be able to:

1. Apply the principles and information provided to real-world problems;
2. Apply critical and constructive thinking to understand technical and societal issues related to the topic;
3. Evaluate, analyze data and synthesize solutions to problems in the topic area, and communicate this to other professionals; and
4. Demonstrate an advanced understanding of the topic offered.

Specific student learning outcomes will be developed for each specific topic.

C. Assessment Measures

Assessment will be done based on assignments, in-class discussion and activities, laboratories, projects, presentations and examination, as determined by the instructor. Specific assessment methods will be developed for each specific topic.

VI. Course Outline

Specific topics and content will be proposed for each implementation of the course.

VII. Suggested Text(s)

To be determined by the instructor for each implementation of the course.

VIII. Bibliography

To be determined by the instructor for each implementation of the course.
Example: Implementation Details of this Course

**Title:** GEO A490 Laser Scanning: Theory and Practice 1 credit.

**Course Description**

Theoretical foundations of terrestrial and aerial laser scanning systems (LiDAR), together with practical application of terrestrial scanners and software. Measurement techniques and project planning.

**Textbook**


**Instructional Goals**

The instructor will cover material on the theory and application of laser scanning, both terrestrial and aerial. The class will work with the Leica ScanStation 2 to scan various scenes and process the measurement data, using Leica Cyclone software. The method used will be a combination of lectures and laboratory work.

**Student Learning Outcomes**

Upon successful completion of the course, students will be able to do the following:

1. Describe how laser scanning works;
2. Operate scanner software operates and explain their use of it;
3. Be able to design and implement a terrestrial laser scanning job; and
4. Be able to use a terrestrial laser scanner to undertake simple jobs.

**Assessment Procedures**

A combination of homework, labs, quizzes and participation will be used to assess student success in the course. The primary assessment method will be successful completion of the laboratory component.

**Topical Outline**

Theory of scanning and scanners
Error models
Reconstructing the image space from the point cloud
Joining point clouds
Introducing control and minimizing error
Production processes
Recent advances
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Geomatics

2. Course Prefix
GIS

3. Course Number
A490

4. Previous Course Prefix & Number
NA

5a. Credits/CEUs
1-6

5b. Contact Hours (Lecture + Lab)
(0-6+0-12)

6. Complete Course Title
Selected Advanced Topics in GIS
Sel Adv Topics in GIS

Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status Yes ☐ # of Repeats 4 ☐ Max Credits 20

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2013 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.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>Undergraduate Certificate, GIS</td>
<td>249</td>
<td>10/15/2012</td>
<td>N.W.J. Hazelton</td>
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<tr>
<td>Bachelor of Science, Geomatics</td>
<td>250</td>
<td>10/15/2012</td>
<td>N.W.J. Hazelton</td>
</tr>
<tr>
<td>Geographic Information Systems Minor</td>
<td>250</td>
<td>10/15/2012</td>
<td>N.W.J. Hazelton</td>
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</table>

Initiator Name (typed): N.W.J. Hazelton
Initiator Signed Initials: _________

13b. Coordination Email
Date: 10/15/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 10/15/2012

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 theoretical or practical concepts in GIS. Specific course content is determined by student needs, program needs and developments in technology. May be repeated with change of topics.

16a. Course Prerequisite(s) (list prefix and number)
GIS A268 with a minimum grade of C

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 of course to add repeatability and basic prerequisite.

Initiator (faculty only)
N.W.J. Hazelton
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved
Department Chairperson Date

☐ Approved ☐ Disapproved
Curriculum Committee Chairperson 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
Department of Geomatics

I. Date Initiated: 15th October, 2012

II. Information for the Course Action Request

   College/School: EN – School of Engineering
   Department: Geomatics
   Course Prefix: GIS
   Course Number: A490
   Title: Selected Advanced Topics in GIS
   Credits: 1-6
   Contact Hours: 0-6 + 0-12
   Grading Basis: A-F
   Implementation Date: Spring, 2013
   Course Description: Advanced theoretical and practical concepts in GIS. Specific course content is determined by student needs, program needs and development in technology. May be repeated with change of topics.
   Course Prerequisites(s): GIS A268 with a minimum grade of C
   Test Scores(s): NA
   Corequisite(s) NA
   Registration Restrictions: NA
   Course Fee: ☑ Yes ☐ No

III. Course Level Justification

   Advanced selected topics course able to be taken by junior and senior students.
IV and V. **Instructional Goals, Student Outcomes, and Assessment Measures**

A. **Instructional Goals**

During the course, the instructor will:
1. Present the selected topics in detail and attempt to tailor presentations to the interests of the class;
2. Include guest lecturers as possible to broaden and deepen the topic offered;
3. Present theoretical and practical examples that are professionally useful to the class participants on finishing the class; and
4. Encourage students to participate by sharing their professional experience with the class.

B. **Student Learning Outcomes**

On successful course completion, students will be able to:
1. Apply the principles and information provided to real-world problems;
2. Apply critical and constructive thinking to understand technical and societal issues related to the topic;
3. Evaluate, analyze data and synthesize solutions to problems in the topic area, and communicate this to other professionals; and
4. Demonstrate an advanced understanding of the topic offered.

Specific student learning outcomes will be developed for each specific topic.

C. **Assessment Measures**

Assessment will be done based on assignments, in-class discussion and activities, laboratories, projects, presentations and examination, as determined by the instructor. Specific assessment methods will be developed for each specific topic.

VI. **Course Outline**

Specific topics and content will be proposed for each implementation of the course.

VII. **Suggested Text(s)**

To be determined by the instructor for each implementation of the course.

VIII. **Bibliography**

To be determined by the instructor for each implementation of the course.
Example: Implementation Details of this Course

Title: GIS A490 Advanced Geospatial Problem Solving 3 credits

Description

Development of solutions to advanced problems in geospatial analysis, especially using GIS and computational implementation, based on Python, MatLab, Surfer, Voxler, ArcGIS and various analytical packages.

Instructional Goals

The instructor will present the theoretical foundation of various analytical methods and their application to a range of problems in geospatial analysis. A series of laboratory and project exercises will be used to develop practical experience in applying a range of methods to advanced problem solving.

Student Learning Outcomes

Upon successful course completion the student will be able to do the following:
1. Develop a range of programs and macros in Python;
2. Discuss the fundamental ideas of object-oriented programming;
3. Develop software for use in a range of problem solving situations;
4. Use a range of analytical packages to solve problems in geospatial analysis;
5. Discuss different methods of problem solving using the tools introduced in the course.

Assessment Procedures

Homework, written examinations, practical examinations, laboratory work, project work and participation will be used to assess the course. The primary assessment tools will be written and practical examinations.

Topical Outline

Applications packages for spatial data analysis and modeling
Interfaces for Python in ArcGIS and other application packages
Scripting, macros and programming
Object-orientation in software
Using MatLab for geospatial information analysis
Applying Excel to geospatial science analysis problems
Memorandum

To: SoE Curriculum Committee

From: Bill Hazelton, Chair, Geomatics Department

Date: 7th November, 2012.

Subject: Undergraduate Certificate in Geographic Information Systems (GIS)

Attached please find a PAR and Catalog Materials that will be changed to include minor changes in the Undergraduate Certificate in Geographic Information Systems (GIS).

The changes in the program are to allow students to take the regular GEO A460 course instead of GIS A460 course, to include the variable credits for the GEO A490 and GIS A490 courses, and to add another elective course. In addition, small typos in the Catalog are corrected, along with the contact details for ABET.

At their meeting on 6th November, 2012, the faculty of the Geomatics Department approved the modification to the program so that they could be moved through the system for implementation in Fall, 2013.
1a. School or College
EN SOENGK

1b. Division
No Division Code

1c. Department
Geomatics

2. Complete Program Title/Prefix
Undergraduate Certificate, Geographic Information Systems (GIS)

3. Type of Program

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<th>Option</th>
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4. Type of Action:

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<tr>
<td>☐ Add</td>
<td>☐ Add</td>
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<tr>
<td>☒ Change</td>
<td>☒ Change</td>
</tr>
<tr>
<td>☐ Delete</td>
<td>☐ Inactivate</td>
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5. Implementation Date (semester/year)
From: Fall/2013 To: /9999

6a. Coordination with Affected Units
Department, School, or College: none
Initiator Name (typed): _________
Initiator Signed Initials: _________ Date: __________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 11/6/2012

6c. Coordination with Library Liaison Date: 10/15/2012

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

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

8. Justification for Action
Minor changes in Catalog entry to add an elective course, to correct small typos, and to correct an error in a course prefix.

Initiator (faculty only) Date
N.W.J. Hazelton
Initiator (TYPE NAME)

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

- ☐ Approved
- ☒ Disapproved
Undergraduate/Graduate Academic Date
Board Chairperson

- ☐ Approved
- ☒ Disapproved
Provost or Designee Date

- ☐ Approved
- ☒ Disapproved
Department Chairperson Date

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Accreditation
The Bachelor of Science, Geomatics program at UAA is accredited by the Applied Science Accreditation Commission (ASAC) of ABET, http://www.abet.org.

Program Educational Objectives and Program Outcomes

Program Educational Objectives
The UAA Bachelor of Science, Geomatics program has the following Program Educational Objectives.

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1. Graduates who are pursuing careers in the surveying area will have attempted the AELS Board’s Fundamentals of Surveying examination, and their overall pass rate will be at least 80%.
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3. At least 60% of graduates will be members of professional organizations relevant to their career of choice.
4. At least 80% of graduates will have found employment in the fields within the geomatics disciplines, including; surveying of various types, mapping and cartography, GIS/LIS, remote sensing, geodesy, photogrammetry or hydrographic surveying.
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Student Learning Outcomes
In keeping with the program educational objectives, it is expected that graduates of the UAA Geomatics program will have:

1. An ability to apply knowledge of mathematics, statistics, and general physics;
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4. An ability to function on multidisciplinary as well as on interdisciplinary teams;
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6. An understanding of professional and ethical responsibility;
7. An ability to communicate effectively;
8. The broad education necessary to understand the impact of geomatics solutions in a global and societal context;
9. A recognition of the need for, and ability to engage in, lifelong learning;
10. A knowledge of contemporary issues in professional practice;
11. An ability to use the techniques, skills and modern geomatics tools necessary for geomatics practice; and
12. An ability to apply knowledge in all six areas of surveying and mapping:
   i. Field surveying and methods;
   ii. Photogrammetric mapping, image interpretation and remote sensing;
   iii. Surveying calculation and data adjustment;
   iv. Geodetic coordinates and astronomy;
   v. Cartographic representation, projections, and map production;
   vi. Computer-based multipurpose cadastre, geographic information systems.

Mission Statement
The Department of Geomatics’ mission is to contribute to the wider body of knowledge in the geospatial sciences, and to disseminate this to society. By advancing our theoretical, professional, technical and educational capabilities, we will develop and maintain a community dedicated to the highest standards of scholarship. Within a student-centered environment, we are committed
to the theoretical, professional and technical advancement of all our students, so that they may contribute to the advancement of their profession, their society, and their world, throughout their lives.

**Honors in Geomatics**

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

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

**Advising**

All undergraduate students are encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Students are encouraged to consult the faculty in the Department of Geomatics for assistance in designing their course of study to ensure that all prerequisites have been met and that university and major degree requirements are understood and followed.

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**Undergraduate Certificate, Geographic Information Systems (GIS)**

**Admission Requirements**

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

**Course Requirements**

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

**Major Requirements**

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

1. Complete the following required courses (23 credits):

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<td>3</td>
</tr>
<tr>
<td>GIS A268</td>
<td>Elements of Geographic Information Systems (GIS)</td>
<td>4</td>
</tr>
</tbody>
</table>
GIS A366  Spatial Information Analysis and Modeling  3
GIS A367  GIS and Remote Sensing  3
GIS A458  Design and Management of Spatial Data  3

2. Complete 9 credits from the following elective courses:
   GEO A354  City and Regional Planning (3)
   GEO A490  Selected Advanced Topics in Geomatics (1-6)
   GIS A295  Internship in Geographic Information Systems I (3)
   or
   GIS A495  Internship in Geographic Information Systems II (3)
   GIS A369  Land Information Systems (3)
   GIS A370  GIS and Remote Sensing for Natural Resources (3)
   GIS A371  GIS Applications I (3)
   GIS A433  Coastal Mapping (3)
   GIS A468  Integration of Geomatics Technologies (3)
   GIS A471  GIS Applications II (4)
   GIS A490  Selected Advanced Topics in GIS (1-6)

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

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**Comment [BH1]:** Needs to be corrected from GIS in 2012-13 catalog.
2. Complete 9 credits from the following elective courses: 9

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<td>Integration of Geomatics Technologies (3)</td>
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</tr>
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### Course Action Request

**University of Alaska Anchorage**

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

---

1. **School or College**
   - CT CTC

2. **Course Prefix**
   - CA

3. **Course Number**
   - A101

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

5. **Credits/CEUs**
   - 2.0

6. **Complete Course Title**
   - **The Hospitality Industry: Careers, Trends & Practices**

   - **Abbreviated Title for Transcript (30 character)**
     - Hospitality Industry:  Careers

7. **Type of Course**
   - Academic

8. **Type of Action**
   - Add

9. **Repeat Status**
   - No

10. **Grading Basis**
    - A-F

11. **Implementation Date**
    - From: Fall /2013

12. **Cross Listed**
    - with N/A

13. **Cross-Listed Coordination Signature**

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

15. **Course Description**
    - Explores myriad career titles and opportunities in the hospitality industry and reviews emerging labor trends.

16. **Course Prerequisite(s)**
    - ENGL A111 and MATH A055 with minimum grade of C.

16. **Test Score(s)**
    - Must be a declared Culinary Arts Major or Hospitality Restaurant Management Major.
    - Must be a declared Culinary Arts Major or Hospitality Restaurant Management Major.

17. **Mark if course has fees**
    - Yes

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

19. **Justification for Action**
    - Periodic curriculum revision resulted in changes to course pre-requisites and registration restrictions.

---

**Initiator Name** (typed): Amy Green

**Initiator Signed Initials**: ________ **Date**: Jan. 20, 2012

---

**Initiator (faculty only)**

Amy Green

**Initiator (TYPE NAME)**

- Approved
- Disapproved

**Department Chairperson**

- Approved
- Disapproved

**Board Chairperson**

- Approved

**Curriculum Committee Chairperson**

- Approved
- Disapproved

**Dean/Director of School/College**

- Approved
- Disapproved

**Undergraduate/Graduate Academic**

- Approved

**Provost or Designee**

- Approved

---

**Date(s)**

---

**Page**: 202
COURSE CONTENT GUIDE

Department: Culinary Arts & Hosp./Dietetics & Nutrition
Date: January 20, 2012
Course Number: CA A101
Course Title: The Hospitality Industry: Careers, Trends & Practices
Credits: 2.0

I. Course Description:
Explores myriad career titles and opportunities in the hospitality industry and reviews emerging labor trends

II. Course Design:
a. Designed for students in Culinary Arts and Hospitality, Restaurant Management
b. 2.0 credits
c. Total time of student involvement – 90 hours per semester
   Lecture: 2 hours per week instruction
   Homework: 4 hours per week outside reading, study & research
d. Required for AAS in Culinary Arts, BA Hosp. Restaurant Management
e. None
f. Course may be taught during any timeframe but not less than six weeks
g. This is a revised course
h. UAA Listserv and extended sites
i. Introduces a body of knowledge

III. Course Activities:
Course activities will be composed of course lectures and discussion. Assigned readings, group projects, presentations, internet research, guest speakers and field trips will be utilized

IV. Course Prerequisite:
ENGL A111 and MATH A055 with minimum grade of C

Registration restriction: Must be a declared Culinary Arts Major or Restaurant Management Major. Appropriate SAT, ACT or UAA-approved Math Placement Test scores may be used in lieu of MATH A055
V. **Course Evaluation:**
Course will be graded A-F

VI. **Course Curriculum:**
1.0 Safety
   1.1 Campus and online safety
   1.2 Classroom/ laboratory and virus protection

2.0 Brief history of the hospitality industry
   2.1 Contemporary foodservices
   2.2 Advent of tourism
   2.3 Consumer behavior

3.0 Hospitality job titles and roles
   3.1 A vast industry
   3.2 Job titles and roles

4.0 Labor trends in the hospitality industry
   4.1 Trend versus fad
   4.2 Current trends
   4.3 Emerging trends
   4.4 Predicting trends
   4.5 Best practices and model businesses

5.0 Profiles of industry leaders and entrepreneurs
   5.1 Julia Childs
   5.2 Walt Disney
   5.3 William F. Harrah
   5.4 Conrad Hilton
   5.5 J. Willard Marriott
   5.6 Jacque Pepin
   5.7 Martha Stewart

6.0 Career definition
   6.1 Where are you going?
   6.2 Setting realistic career goals
   6.3 Projecting a 3-5 year career goal plan
7.0 The job interview
   7.1 The job search
   7.2 Maintaining a resume
   7.3 How to be successful in the job interview

VII. Suggested Text:

VIII. Bibliography:


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

A. Instructional Goal:
Enable student to better comprehend, appreciate and prepare for a multitude of job opportunities in the hospitality industry
### B. Student Outcomes/Assessment Procedures:

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<thead>
<tr>
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<td>Discussion</td>
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<td>Team project</td>
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<tr>
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<td>Exam</td>
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1b. Division  
ACAH Div of Culinary Arts Hosp

1c. Department  
Culinary Arts & Hospitality/Dietetics & Nutrition

2. Course Prefix  
CA

3. Course Number  
A103

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
2.0

5b. Contact Hours  
(2+0)

6. Complete Course Title  
Quantity Food Purchasing

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
semester/year  
From: Fall /2013  To: /9999

12. Cross Listed with  
N/A

13. Cross Listed with  
N/A

13b. Coordination Email  
Date: Jan. 20, 2012

13c. Coordination with Library Liaison  
Date: Jan. 20, 2012

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)

Covers foodservice industry purchasing practices and standards.

16a. Course Prerequisite(s) (list prefix and number)  
ENGL A111 and MATH A055 with minimum grade of C.

16b. Test Score(s)  
N/A

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

- ☐ Must be a declared Culinary Arts Major or Hospitality Restaurant Mgmt. Major.
- ☐ Must be a declared Culinary Arts Major.
- ☐ Must be a declared Hospitality Restaurant Mgmt. Major.

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

Periodic curriculum revision resulted in changes to course pre-requisites, registration restrictions and suggested texts/bibliography.

Initiator (faculty only)  Amy Green  Initiator Signed Initials: _________  Date: __________

Initiator Name (typed): Amy Green  Initiator Signed Initials: _________  Date: __________________

Initiator (TYPE NAME)  Dean/Director of School/College  Date

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

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

<table>
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<tr>
<td>1. See attachment</td>
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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)

Covers foodservice industry purchasing practices and standards.

16a. Course Prerequisite(s) (list prefix and number)  
ENGL A111 and MATH A055 with minimum grade of C.

16b. Test Score(s)  
N/A

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

- ☐ Must be a declared Culinary Arts Major or Hospitality Restaurant Mgmt. Major.
- ☐ Must be a declared Culinary Arts Major.
- ☐ Must be a declared Hospitality Restaurant Mgmt. Major.

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

Periodic curriculum revision resulted in changes to course pre-requisites, registration restrictions and suggested texts/bibliography.

Initiator (faculty only)  Amy Green  Initiator Signed Initials: _________  Date: __________

Initiator (TYPE NAME)  Dean/Director of School/College  Date

Approved  Disapproved

Approved  Disapproved

Approved  Disapproved

Approved  Disapproved
### Course Impacts
examples: prerequisite, corequisite, recommended

### Program Impacts
examples: requirement, selective, program credit total

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<td></td>
<td>213</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
</tr>
<tr>
<td>BA Hospitality Restaurant Management</td>
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<td>213</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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<td>Prerequisite Requirement</td>
<td>362</td>
<td>1/20/12</td>
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<td>CAA202</td>
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<td>362</td>
<td>1/20/12</td>
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<td>Prerequisite Requirement</td>
<td>362</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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<td>362</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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</table>
COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: January 20, 2012
Course Number: CA A103
Course Title: Quantity Food Purchasing
Credits: 2.0

I. Course Description:
Covers foodservice industry purchasing practices and standards.

II. Course Design:
   a. Designed for students in the Culinary Arts major and the Hospitality Restaurant Management major.
   b. 2.0 credits
   c. Total time of student involvement- 90 hours per semester
      Lecture: 2 hours per week.
      Homework: 4 hours per week.
   d. Required for AAS Culinary Arts and BA Hospitality Restaurant Management.
   e. None
   f. Course may be taught in any time frame, but not less than three weeks.
   g. This is a revised course.
   h. UAA Listserv and extended sites
   i. No prior knowledge of food purchasing is required for this course.

III. Course Activities:
Course activities will include lectures, discussion, reading of assigned information, completion of text workbook, guest speakers and site tours will comprise the course activities.

IV. Course Prerequisite:
ENGL A111 and MATH A055 with minimum grade of C.

   Registration restriction: Must be a declared Culinary Arts Major or Hospitality Restaurant Management Major. Appropriate SAT, ACT or UAA-approved Math Placement Test scores may be used in lieu of MATH A055.

V. Course Evaluation:
Course will be graded A-F.
VI. Course Curriculum:

1.0 Safety
   1.1 Classroom safety features and rules
   1.2 Building safety features and rules
   1.3 Campus safety features and rules
   1.4 Hazardous Materials
      1.4.1 Right to Know Information
      1.4.2 MSDS information

2.0 Hospitality Procurement
   2.1 The market place
   2.2 Regulatory agencies
   2.3 Legal considerations
   2.4 Distribution systems
   2.5 Technology applications in purchasing

3.0 Purchasing Procedures
   3.1 The buyer/supplier relationship
   3.2 Development of specifications
   3.3 Ordering procedures
   3.4 Receiving procedures
   3.5 Storage procedures
   3.6 Terms of payment
   3.7 Ethics in purchasing

4.0 Fresh Fruit and Vegetables
   4.1 History and classification
   4.2 Identification
   4.3 Grades and grading criteria
   4.4 Buying specifications
   4.5 Storage

5.0 Processed Fruits and Vegetables
   5.1 History and classification
   5.2 Production
   5.3 Grades and grading criteria
   5.4 Buying specifications
   5.5 Storage

6.0 Dairy Products
   6.1 History and classification
   6.2 Processing
   6.3 Grades and grading criteria
   6.4 Buying specifications
   6.5 Storage
VII. Suggested Text:

VIII. Bibliography:


IX. Instructional Goals, Student Outcomes and Assessment Procedures:

A. Instructional Goals
Prepare student for purchasing functions in foodservice operations. Increase student ability to identify, grade and write specifications, and control costs and reduce wastes.

B. Student Outcomes/Assessment Procedures:

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify components of purchasing distribution systems.</td>
<td>Discussion Quiz</td>
</tr>
<tr>
<td>Describe ordering and receiving procedures.</td>
<td>Discussion Quiz</td>
</tr>
<tr>
<td>Describe storage and inventory control procedures.</td>
<td>Discussion Quiz</td>
</tr>
<tr>
<td>Analyze technology application in purchasing.</td>
<td>Discussion Quiz</td>
</tr>
<tr>
<td>Identify websites applicable to purchasing.</td>
<td>Summary Assignment</td>
</tr>
<tr>
<td>Develop purchasing procedure manual for foodservice operation.</td>
<td>Project</td>
</tr>
<tr>
<td>Identify and classify food items according to industry standards: fresh and processed produce and fruit, eggs, poultry, dairy, meat, fish, beverages and non-food items.</td>
<td>Discussion Exam</td>
</tr>
</tbody>
</table>
Sanitation

Abbreviated Title for Transcript (30 character)

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

Type of Action:
- Add
- Change
- Delete

Repeat Status No

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

Implementation Date:
- Semester/year

Cross Listed with
- N/A
- Stacked with N/A

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

1a. School or College
CT CTC

1b. Division
ACAH Div of Culinary Arts Hosp

1c. Department
Culinary Arts & Hospitality/Dietetics & Nutrition

2. Course Prefix
CA

3. Course Number
A104

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
2.0

5b. Contact Hours
(Lecture + Lab) (2+0)

6. Complete Course Title
Sanitation

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

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

9. Repeat Status No

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

11. Implementation Date
- Semester/year

12. Cross Listed with
- N/A
- Stacked with N/A

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

13b. Coordination Email
Date: Jan. 20, 2012
submitted to Faculty Listserv: (uaf-faculty@lists.uaf.alaska.edu)

13c. Coordination with Library Liaison
Date: Jan. 20, 2012

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 sanitation principles, concepts, methods, codes and regulations current to the foodservice industry. Prepares students to take Serv-Safe national certification exam.

ENGL A111 and MATH A055 with minimum grade of C.

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

16b. Test Score(s)
N/A

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

16d. Other Restriction(s)

- College
- Major
- Class
- Level

16e. Registration Restriction(s) (non-codable)
Must be a declared Culinary Arts Major or Hospitality Restaurant Mg’mnt. Major. Appropriate SAT, ACT or UAA-approved Math Placement Test scores may be used in lieu of MATH A055.

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
Periodic curriculum revision resulted in changes to course description, pre-requisites, registration restrictions and suggested texts/bibliography.

Initiator Name (typed): Anne Bridges
Initiator Signed Initials: _________
Date: __________

Initiator (faculty only)
Anne Bridges
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College

Approved
Undergraduate/Graduate Academic

Disapproved
Board Chairperson

Approved
Provost or Designee

Disapproved
Curriculum Committee Chairperson

Approved
Department Chairperson

Disapproved

## Course Impacts

**examples:** prerequisite, corequisite, recommended

## Program Impacts

**examples:** requirement, selective, program credit total

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<td>Prerequisite Requirement</td>
<td>362</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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<td>CAA320</td>
<td>Prerequisite Requirement</td>
<td>362</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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</tbody>
</table>
COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: January 20, 2012
Course Number: CA A104
Course Title: Sanitation
Credits: 2.0

I. Course Description:
Focuses on sanitation principles, concepts, methods, codes and regulations current to the foodservice industry. Prepares students to take Serv-Safe national certification exam.

II. Course Design:
a. Designed for students in the Culinary Arts AAS and BA in Hospitality Restaurant Management major. Also available for anyone who wishes to test for the national sanitation certification.
b. 2.0 credits
c. Total time of student involvement – 90 hours per semester
   Lecture: 2 hours per week
   Homework: 4 hours per week
d. Required for AAS Culinary Arts and BA in Hospitality Restaurant Management.
e. None.
f. Course may be taught during any time frame, but not less than three weeks.
g. This is a revised course.
h. UAA Listserv, and extended sites.
i. No prior knowledge of sanitation is required for this course.

III. Course Activities:
Course activities will be lectures, reading assigned information; guest speakers, site tours, including assessing kitchens; audiovisual resources; plus quizzes and examinations.

IV. Course Prerequisite:
ENGL A111 and MATH A055 with minimum grade of C.

Registration restriction: Must be a declared Culinary Arts Major or Hospitality Restaurant Management Major. Appropriate SAT, ACT or UAA-approved Math Placement Test scores may be used in lieu of MATH A055.

V. Course Evaluation:
Course will be graded A-F.
VI. Course Curriculum:
1.0 Safety
   1.1 Campus or online safety
   1.2 Classroom and building safety or virus protection
   1.3 MSDS information
   1.4 Food safety

2.0 Sanitation for health
   2.1 Providing safe food & preventing foodborne illness
   2.2 The microworld
   2.3 Contamination & food allergies

3.0 The safe food-handler
   3.1 Personal hygiene
   3.2 Hand washing
   3.3 Communicable disease relevant to the food industry

4.0 The flow of food through the operation
   4.1 Purchasing and receiving safe food
   4.2 Keeping food safe in storage
   4.3 Protecting food in preparation and storage
   4.4 Principles of Hazard Analysis Critical Control Point (HACCP)

5.0 Clean and sanitary facilities and equipment
   5.1 Cleaning & sanitizing
   5.2 Integrated pest management

6.0 Sanitation management
   6.1 The role of management
   6.2 Education and training
   6.3 Food-safety regulations and standards

VII. Suggested Text:

VIII. Bibliography:


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

**A. Instructional Goals:**
Prepare student to prevent foodborne illness and make important sanitation decisions based on current sanitation concepts, methods, codes and regulations. Prepare student to take and pass national sanitation certification exam.

**B. Student Outcomes/Assessment Procedures:**

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key sanitation concepts, principles and methods to prevent foodborne illness.</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Explain and identify how to safely prepare food.</td>
<td>Quizzes, Exams</td>
</tr>
<tr>
<td>Compare and contrast municipal codes and regulations with real world scenarios by assessing actual foodservice facilities.</td>
<td>Written Reports</td>
</tr>
<tr>
<td>Identify the flow of food and supplies through a foodservice operation.</td>
<td>Written Reports, Quizzes, Exams</td>
</tr>
<tr>
<td>Describe the role of management and training in sanitation standards of a foodservice facility.</td>
<td>Quizzes, Exams</td>
</tr>
<tr>
<td>Explain how to achieve and maintain clean and sanitary facilities and equipment.</td>
<td>Quizzes, Exams</td>
</tr>
<tr>
<td>Prepare for national certification exam.</td>
<td>National exam</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CT CTC

1b. Division
ACAH Div of Culinary Arts Hosp

1c. Department
Culinary Arts & Hospitality/Dietetics & Nutrition

2. Course Prefix
CA

3. Course Number
A107

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Cost Control

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

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

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

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall /2013 To: 9999

12. ☐ Cross Listed with ☐ N/A

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

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Initiator Name (typed): Amy Green
Initiator Signed Initials: _________ Date: ______________________

13b. Coordination Email
Date: Jan. 20, 2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: Jan. 20, 2012

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 critical control points in the foodservice cost control cycle. Prepares student to analyze costs and make foodservice operation decisions.

16a. Course Prerequisite(s) (list prefix and number)
ENGL A111 and MATH A055 with minimum grade of C.

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
Must be a declared Culinary Arts Major or Hospitality Restaurant Mgmt. Major.
Appropriate SAT, ACT or UAA-approved Math Placement Test scores may be used in lieu of MATH A055.

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Periodic curriculum revision resulted in changes to course pre-requisites, registration restrictions and suggested texts/bibliography.

Initiator (faculty only) Date

Amy Green
Initiator (TYPE NAME)

☐ Approved Dean/Director of School/College Date

☐ Disapproved

Department Chairperson Date

☐ Approved Undergraduate/Graduate Academic Date

☐ Disapproved Board Chairperson

☐ Approved Provost or Designee Date

☐ Disapproved

Curriculum Committee Chairperson Date

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<th>Catalog Page</th>
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<td>1/20/12</td>
<td>Tim Doebler</td>
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<td></td>
<td>Program Impacts examples: requirement, selective, program credit total</td>
<td>214</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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<tr>
<td>BA Hospitality Restaurant Management</td>
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<td>CAA103</td>
<td>Prerequisite Requirement</td>
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<td>Prerequisite Requirement</td>
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<td>Prerequisite Requirement</td>
<td>362</td>
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<td>CAA320</td>
<td>Prerequisite Requirement</td>
<td>362</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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</tbody>
</table>
COURSE CONTENT GUIDE

Department: Culinary Arts & Hosp./Dietetics & Nutrition
Date: January 20, 2012
Course Number: CA A107
Course Title: Cost Control
Credits: 3.0

I. Course Description:
Focuses on critical control points in the foodservice cost control cycle. Prepares student to analyze costs and make foodservice operation decisions.

II. Course Design:
   a. Designed for students in Culinary Arts and Hospitality Restaurant Management.
   b. 3.0 credits
   c. Total time of student involvement – 135 hours per semester
      - Lecture: 3 hours per week instruction
      - Homework: 6 hours per week outside reading, study & research
   d. Required for AAS in Culinary Arts, BA Hosp. Restaurant Management
   e. None
   f. Course may be taught during any timeframe but not less than three weeks.
   g. Revised course
   h. UAA Listserv and extended sites.
   i. Introduces body of knowledge.

III. Course Activities:
Course lectures will be conducted on-campus. Reading of assigned information, costing and analysis of recipes, formulas and menus will comprise course.
IV. **Course Prerequisite:**
ENGL A111 and MATH A055 with minimum grade of C.

Registration restriction: Must be a declared Culinary Arts Major or Hospitality Restaurant Management Major. Appropriate SAT, ACT or UAA-approved Math Placement Test scores may be used in lieu of MATH A055.

V. **Course Evaluation:**
Course will be graded A-F

VI. **Course Curriculum:**
1.0 Safety
   1.1 Campus and online safety
   1.2 Classroom/ laboratory and virus protection

2.0 Food Cost Control Cycle
   2.1 Purpose of controlling costs
   2.2 Management’s role
   2.3 Successful foodservice venues
   2.4 Components of cost control cycle

3.0 Cost Controls in Food Procurement
   3.1 Menu
   3.2 Product specification
   3.3 Ordering
   3.4 Ethics

4.0 Cost Controls in Food Receiving, Storage and Issuing
   4.1 Inventory management
   4.2 Receiving
   4.3 Storage
   4.4 Food safety
   4.5 Security and theft prevention
   4.6 Issuing
5.0 Cost Controls in Food Production
5.1 Standardized recipes/formulas
5.2 Portion controls
5.3 Food production standards
5.4 Food loss prevention

6.0 Measurements
6.1 Standard weights and measures
6.2 Metric system, Imperial system, and U.S. system
6.3 Measurement conversion
6.4 Portioning devices
6.5 Yields and trim

7.0 Menu Food Costing
7.1 Costing produce
7.2 Costing starches
7.3 Costing fats/oils
7.4 Costing dairy
7.5 Costing beverages
7.6 Costing meats
7.7 Costing seafood
7.8 Costing poultry

8.0 Controlling costs with technology
8.1 Computers for the restaurant
8.2 Computers for purchasing and inventory control
8.3 Computers for food production

VII. Suggested Text:

VIII. Bibliography:

Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:
Prepare student to make foodservice operation decisions based on analysis of costing data.

B. Student Outcomes/Assessment Procedures:

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify components of cost control cycle.</td>
<td>Discussion Quiz</td>
</tr>
<tr>
<td>Describe cost control strategies in food procurement.</td>
<td>Discussion Exam</td>
</tr>
<tr>
<td>Describe cost control strategies in food receiving, storage and issuing.</td>
<td>Discussion Exam</td>
</tr>
<tr>
<td>Describe cost control strategies in food production.</td>
<td>Discussion Exam</td>
</tr>
<tr>
<td>Utilize cost control strategies to cost menus.</td>
<td>Project Exam</td>
</tr>
<tr>
<td>Analyze food costs and make management decisions.</td>
<td>Discussion Project</td>
</tr>
<tr>
<td>Explain the utilization of computers and technology in the cost control cycle.</td>
<td>Discussion Exam</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
CT CTC  
1b. Division  
ACAH Div of Culinary Arts Hosp  
1c. Department  
Culinary Arts & Hospitality/Dietetics & Nutrition

2. Course Prefix  
CA  
3. Course Number  
A110L  
4. Previous Course Prefix & Number  
A103  
5a. Credits/CEUs  
4.0  
5b. Contact Hours  
(Lecture + Lab) (2+8)

6. Complete Course Title  
Culinary Skill Development

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

8. Type of Action:  
☐ Add ☒ Change or ☐ Delete  
If a change, mark appropriate boxes: ☐ Prefix ☐ Course Number ☒ Credits ☐ Contact Hours ☐ Title ☒ Repeat Status ☐ Grading Basis ☒ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Other Restrictions ☐ 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 /2013 To: /9999

12. ☐ Cross Listed with N/A  
Stacked with N/A ☐

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

<table>
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<tr>
<th>Initiated Program/Course</th>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
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<tr>
<td>1. See attachment</td>
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Initiator Name (typed): Naomi Everett  
Initiator Signed Initials: __________  
Date: __________

13b. Coordination Email  
Date: Jan. 20, 2012  
submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

13c. Coordination with Library Liaison  
Date: Jan. 20, 2012

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

15. Course Description (suggested length 20 to 50 words)  
Introduces and provides student with a solid theoretical and practical foundation in commercial kitchen practices.

16a. Course Prerequisite(s) (list prefix and number)  
Minimum grade of C or better in (CA A101, CA A104, CA A107, CA A110, and DN A101).

16b. Test Score(s)  
N/A

16c. Co-requisite(s) (concurrent enrollment required)  
CA A111L

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

16e. Registration Restriction(s) (non-codable)  
Must be a declared Culinary Arts Major or Hospitality Restaurant Mgmt. Major. Must have current Serv-Safe certification.

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

19. Justification for Action  
Periodic curriculum revision resulted in changes to course number, course description, pre-requisites, registration restrictions and suggested texts/bibliography.

Initiator (faculty only)  
Naomi Everett  
Initiator (TYPE NAME)  

Initiator Name: Naomi Everett  
Initiator Signed Initials: __________  
Date: __________

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

☐ Approved ☐ Disapproved  
Department Chairperson  
Date: __________

☐ Approved ☐ Disapproved  
Curriculum Committee Chairperson  
Date: __________

☐ Approved ☐ Disapproved  
Board Chairperson  
Date: __________

☐ Approved ☐ Disapproved  
Provost or Designee  
Date: __________
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<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (course or program)</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>AAS Culinary Arts</td>
<td>Course Impacts: prerequisite, corequisite, recommended</td>
<td>213</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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<tr>
<td>BA Hospitality Restaurant Management</td>
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<td>214</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
</tr>
<tr>
<td>CA A111</td>
<td>Program Impacts: requirement, selective, program credit total</td>
<td>362</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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<td>CA A201</td>
<td>Prerequisite, Requirement</td>
<td>362</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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<td>Prerequisite, Requirement</td>
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<td>1/20/12</td>
<td>Tim Doebler</td>
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<td>Prerequisite, Requirement</td>
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<td>Tim Doebler</td>
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<tr>
<td>CA A225</td>
<td>Prerequisite, Requirement</td>
<td>362</td>
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<td>Tim Doebler</td>
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</table>
COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: January 20, 2012
Course Number: CA A110L
Course Title: Culinary Skill Development
Credits: 4.0

I. Course Description:
Introduces and provides student with a solid theoretical and practical foundation in commercial kitchen practices.

II. Course Design:
a. Designed for students in the Culinary Arts AAS and BA in Hospitality Restaurant Management major.
b. 4.0 credits
c. Total time of student involvement - 180 hours per semester
   Lecture: 2 hours per week
   Lab: 8 hours per week
   Homework: 2 hours per week outside reading, study, and practice
d. Required for AAS Culinary Arts and BA Hospitality and Restaurant Management.
e. Lab fees are assessed for this course.
f. Course may be taught in any time frame but not less than three weeks.
g. This is a revised course.
h. UAA Listserv and extended sites.
i. Introductory course to culinary skill development; no prior culinary skills required.

III. Course Activities:
Course will be conducted as a laboratory situation with student gaining hands-on experience through individual and group instruction. Directed laboratory and topical introductions will be used to prepare students for, and support the laboratory experience. Other methods of instruction may include demonstration, guest speakers, field trips, and audiovisual resources.

IV. Course Prerequisites:
Grade of C or better in CA A101, CA A104, CA A107, CA A110, and DN A101.

Registration restriction: Must be a declared Culinary Arts Major or Hospitality Restaurant Management Major. Must have current Serv-Safe certification.
V. Co-requisite:
CA A111L

VI. Course Evaluations:
Course will be graded A-F.

VII. Content Outline:
1.0 Safety
   1.1 Laboratory safety features and rules
   1.2 Building safety features and rules
   1.3 Campus safety features and rules
   1.4 Hazardous Materials
      1.4.1 Right to Know Information
      1.4.2 MSDS Information

2.0 Tool and equipment
   2.1 Identification, selection, use, and cleaning of small equipment
   2.2 Identification, selection, use, and cleaning of large equipment
   2.3 Knife care and handling

3.0 Production kitchen foundations
   3.1 Brigade system
   3.2 Sanitation and safety
   3.3 Mise en place - station flow
   3.4 French and industry vocabulary
   3.5 Knife cuts - herbs, fruits, and vegetables
   3.6 Seasoning and flavoring
   3.7 Recipe structure

4.0 Stocks and sauces
   4.1 Stocks
      4.1.1 Types of stocks
      4.1.2 Production techniques
      4.1.3 Convenience products
      4.1.4 Quality standards
   4.2 Sauces
      4.2.1 Thickening agents
      4.2.2 Classical sauces
      4.2.3 Contemporary sauces
      4.2.4 Production techniques
      4.2.5 Convenience products
      4.2.6 Quality standards
5.0 Soups
  5.1 Classifications
  5.2 Production techniques
  5.3 Presentation
  5.4 Quality standards

6.0 Product identification
  6.1 Meats
      6.1.1 Inspection and grading, market forms
      6.1.2 Composition and structure
      6.1.3 Fabrication techniques
      6.1.4 Handling and storage
  6.2 Poultry
      6.2.1 Inspection and grading, market forms
      6.2.2 Composition and structure
      6.2.3 Fabrication techniques
      6.2.4 Handling and storage
  6.3 Fish and shellfish
      6.3.1 Market forms, quality indicators
      6.3.2 Composition and structure
      6.3.3 Fabrication techniques
      6.3.4 Handling and storage

7.0 Cooking methods
  7.1 Dry heat
      7.1.1 Meats
      7.1.2 Poultry
      7.1.3 Fish and shellfish
      7.1.4 Production techniques
      7.1.5 Presentation
      7.1.6 Recipe costing
      7.1.7 Quality standards
  7.2 Moist heat
      7.2.1 Meats
      7.2.2 Poultry
      7.2.3 Fish and shellfish
      7.2.4 Production techniques
      7.2.5 Presentation
      7.2.6 Recipe costing
      7.2.7 Quality standards
8.0 Potatoes and other starches
  8.1 Identification, handling, storage, and market forms
  8.2 Production techniques
  8.3 Presentation
  8.4 Recipe costing
  8.5 Quality standards

9.0 Vegetables
  9.1 Identification, handling, storage, and market forms
  9.2 Production techniques
  9.3 Presentation
  9.4 Recipe costing
  9.5 Quality standards

VIII. Suggested Texts:


IX. Bibliography:


X. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:
Increase student ability to apply principles, skills, and techniques fundamental to foodservice kitchen operations.

B. Student Outcomes/Assessment Procedures:

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate safe and sanitary laboratory practices and procedures.</td>
<td>Teacher observation Practical and written tests</td>
</tr>
<tr>
<td>Identify and fabricate meat, fish, and poultry items.</td>
<td>Teacher observation Class participation Practical and written tests</td>
</tr>
<tr>
<td>Apply skills and techniques necessary for stock, soup, and sauce production.</td>
<td>Teacher observation Class participation Practical and written tests</td>
</tr>
<tr>
<td>Demonstrate a mastery of moist and dry heat cooking methods with a variety of foods.</td>
<td>Teacher observation Class participation Practical and written tests</td>
</tr>
<tr>
<td>Exhibit the mastery of classical knife skills.</td>
<td>Teacher observation Class participation Practical and written tests</td>
</tr>
<tr>
<td>Utilize French and industry culinary terminology.</td>
<td>Teacher observation Class participation Written Tests</td>
</tr>
<tr>
<td>Describe and utilize tools and equipment in a professional kitchen.</td>
<td>Teacher observation Class participation Practical and written tests</td>
</tr>
<tr>
<td>Apply the skills necessary for production of vegetables, potatoes, and other starches.</td>
<td>Teacher observation Class participation Practical and written tests</td>
</tr>
<tr>
<td>Apply prior learning in food science, nutrition, cost control, and purchasing to food production.</td>
<td>Teacher observation Class participation Written Tests</td>
</tr>
<tr>
<td>Demonstrate an understanding of seasonings and spices and their use.</td>
<td>Teacher observation Class participation Practical and written tests</td>
</tr>
</tbody>
</table>
# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>ACAH Div of Culinary Arts Hosp</td>
<td>Culinary Arts &amp; Hospitality/Dietetics &amp; Nutrition</td>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>CA</td>
<td>A111L</td>
<td>A111</td>
<td>4.0</td>
<td>(2+8)</td>
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<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
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<tr>
<td>Bakery Skill Development</td>
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<table>
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<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
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<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>13b. Coordination Email</th>
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<tr>
<td>List any programs or college requirements that require this course.</td>
<td>Date: Jan. 20, 2012</td>
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<th>14. General Education Requirement</th>
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<tr>
<td>Mark appropriate box:</td>
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<td>Oral Communication</td>
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<tr>
<td>Fine Arts</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Introduces and provides student with a solid theoretical and practical foundation in commercial baking practices.</td>
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<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>CA A101, CA A104, CA A107, CA A110, and DN A101.</td>
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<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>Major</td>
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<table>
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<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
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<table>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Periodic curriculum revision resulted in changes to course number, course description, pre-requisites, registration restrictions, suggested texts/bibliography, instructional goals/objectives and outcomes/assessment.</td>
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---

**Initiator Name (typed): Vern Wolfram**

Initiator Signed Initials: ________________________ Date: __________

**13b. Coordination Email** Date: Jan. 20, 2012

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

**13c. Coordination with Library Liaison** Date: Jan. 20, 2012

---

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

**19. Justification for Action**

Periodic curriculum revision resulted in changes to course number, course description, pre-requisites, registration restrictions, suggested texts/bibliography, instructional goals/objectives and outcomes/assessment.

---

**Initiator (faculty only): Vern Wolfram**

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
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Initiator Date: __________

Dean/Director of School/College Date: __________

---

**Curriculum Committee Chairperson**

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Initiator Date: __________

Provost or Designee Date: __________

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231
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<th>Impacted Program or Course</th>
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<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted</th>
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<td>corequisite, recommended</td>
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<td>213</td>
<td>1/20/12</td>
<td>Tim Doebler</td>
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<td>Tim Doebler</td>
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COURSE CONTENT GUIDE

Department: Culinary Arts & Hosp./Dietetics & Nutrition
Date: January 20, 2012
Course Number: CA A111L
Course Title: Bakery Skill Development
Credits: 4.0

I. Course Description:
Introduces and provides student with a solid theoretical and practical foundation in commercial baking practices

II. Course Design:
   a. Intended for students in the Culinary Arts major and the Hospitality Restaurant Management Major
   b. 4.0 credits
   c. Total time of student involvement – 180 total hours
      - 10 (8 hours lab + 2 hours lecture per week)
      - 2 hours of outside work per week
   d. Required for AAS in Culinary Arts, BA Hosp. Restaurant Management
   e. Lab fees are assessed for this course
   f. Course may be taught during any timeframe but not less than three weeks
   g. This is a revised course
   h. UAA Listserv and extended sites
   i. Students will identify and perform skills needed for bakery safety and sanitation, basic bakery product preparation and storage, recipe modification and presentation. Students will generalize from theory to practice, match methods with desired outcomes, compare products with industry standards

III. Course Activities:
Course will be conducted in a laboratory and lecture situation simulating industry work demands, performance and product standards. Students will plan, prepare and present products for sale at the Cuddy Hall Bakery Cart, and at Lucy’s (restaurant laboratory). Other methods of instruction may include demonstrations from industry professionals, guest speakers, field trips and various media resources. Evaluations will be performed through the use of quizzes, reports, essays, tests and practical application

IV. Course Prerequisite:
CA A101, CA A104, CA A107, CA A110 and DN A101 with minimum grade of C
Registration restriction: Must be a declared Culinary Arts Major or Hospitality Restaurant Management Major

V. **Course Co-requisite:**
CA A103L

VI. **Course Evaluation:**
Course will be graded A-F

VII. **Course Curriculum:**
1.0 Safety
   1.1 Classroom safety features and rules
   1.2 Building safety features and rules
   1.3 Campus safety features and rules
   1.4 Hazardous materials
      1.4.1 Right to know information
      1.4.2 MSDS information

2.0 Basic principles
   2.1 Baking-historical background
   2.2 Formulas and measurements
   2.3 Mixing and gluten development
   2.4 Baking process
   2.5 Staling
   2.6 Bakery product faults

3.0 Baking and pastry equipment
   3.1 Large equipment
   3.2 Pans, containers and molds
   3.3 Hand tools
   3.4 Miscellaneous tools and equipment

4.0 Ingredients
   4.1 Wheat flour
   4.2 Other meals, flours and starches
   4.3 Sugars
   4.4 Fats, oils
   4.5 Milk and milk products
   4.6 Eggs
   4.7 Leavening agents
4.8 Jelling agents
4.9 Fruits and nuts
4.10 Chocolate and cocoa
4.11 Salt, spices and flavorings

5.0 Understanding yeast dough
  5.1 Yeast product types
  5.2 Steps in yeast dough production
  5.3 Types of dough making processes
  5.4 Controlling fermentation

6.0 Understanding Artisan Breads
  6.1 What is Artisan Bread
  6.2 Ingredients
  6.3 Pre-ferments and sourdoughs
  6.4 Autolyse
  6.5 Fermentation
  6.6 Baking

7.0 Lean yeast dough
  7.1 Introduction to hand crafted bread
  7.2 Crisp crusted bread formulas
  7.3 Soft crusted bread formulas

8.0 Rich yeast dough
  8.1 Sweet and rich dough formulas
  8.2 Rolled-in dough formulas
  8.3 Filling and toppings
  8.4 Make-up techniques

9.0 Quick breads
  9.1 Mixing and production methods
  9.2 Formulas

10.0 Doughnuts, fritters, pancakes and waffles
  10.1 Doughnuts
  10.2 Fritters
  10.3 Pancakes and waffles
11.0 Pies
11.1 Pie dough
11.2 Assembly and baking
11.3 Fillings

12.0 Pastry basics
12.1 Pate brisee and short pastry
12.2 Puff pastry
12.3 Éclair paste
12.4 Strudel and phyllo
12.5 Baked meringues

13.0 Tarts and special pastries
13.1 Tarts and tartlets
13.2 Special pastries

14.0 Cake mixing and baking
14.1 Mixing
14.2 Cake formula balance
14.3 Scaling, panning, baking
14.4 Formulas

15.0 Assembling and decorating cakes
15.1 Icings
15.2 Assembling and icing of simple cakes
15.3 Basic decorating techniques

16.0 Cookies
16.1 Cookie characteristics and their causes
16.2 Mixing methods
16.3 Types and make-up methods
16.4 Panning, baking and cooling
16.5 Petit four sec and glace
16.6 Formulas

17.0 Computer skills
17.1 Introduction to computer-based recipe system
17.2 Retrieval, editing of recipes
18.0 Sanitation
   18.1 Personal sanitation
   18.2 Classroom sanitation
   18.3 Building sanitation

VIII. Suggested Text:

IX. Bibliography:


X. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:
Prepare student to apply principles, skills and techniques fundamental to commercial bakery operations
### B. Student Outcomes/Assessment Procedures:

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the importance of sanitation and safety with basic principles as it</td>
<td>Written assignments</td>
</tr>
<tr>
<td>pertains to bakery operations</td>
<td>Exams</td>
</tr>
<tr>
<td>Analyze the use and operation of baking and pastry equipment</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Laboratory performance</td>
</tr>
<tr>
<td>Identify different ingredients used in bakery production and their function</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Performance analysis</td>
</tr>
<tr>
<td>Analyze baked products and compare to industry standards</td>
<td>Evaluations</td>
</tr>
<tr>
<td></td>
<td>Performance analysis</td>
</tr>
<tr>
<td>Prepare bakery products through the use of standardized formulas and mixing</td>
<td>Exams</td>
</tr>
<tr>
<td>techniques</td>
<td>Performance analysis</td>
</tr>
<tr>
<td>Utilize computer to research/develop recipes, for purchasing specification,</td>
<td>Performance test</td>
</tr>
<tr>
<td>costing and inventory control</td>
<td></td>
</tr>
<tr>
<td>Utilize culinary and bakery vocabulary</td>
<td>Quizzes</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>ACAH Div of Culinary Arts Hosp</td>
<td>Culinary Arts &amp; Hospitality/Dietetics &amp; Nutrition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>A114</td>
<td>N/A</td>
<td>3.0</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Beverage Management

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

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
- semester/year

12. Cross Listed with  
N/A

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Culinary Arts</td>
<td>195</td>
<td>Jan. 20, 2012</td>
<td>Tim Doebler</td>
</tr>
<tr>
<td>BA Hospitality Restaurant Management</td>
<td>Courtesy Coordination</td>
<td>Jan. 20, 2012</td>
<td>Tim Doebler</td>
</tr>
</tbody>
</table>

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

13c. Coordination with Library Liaison  
Date: Jan. 20, 2012

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

15. Course Description (suggested length 20 to 50 words)  
Reviews the history of the beverage industry, including alcohol and non-alcohol beverages. Focuses on the management and operations of beverage service. Covers legal responsibilities of serving alcohol and awareness of alcohol abuse. Special note: Students are prepared to take alcohol server exam that will allow them to legally serve alcohol in the State of Alaska.

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

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

16e. Registration Restriction(s) (non-codable)  
Must be a declared Culinary Arts Major or Hospitality Restaurant Mgmt. Major. Must be 21 years old.

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

19. Justification for Action  
Periodic curriculum revision resulted in changes to course pre-requisites, registration restrictions, suggested texts/bibliography and Instructional goals/student outcomes.

Initiator (faculty only)  
Amy Green  
Initiator (TYPE NAME)  
Date  
Approved  
Disapproved  
Dean/Director of School/College

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Date

Approved  
Disapproved  
Board Chairperson

Approved  
Disapproved  
Provost or Designee  
Date

239
COURSE CONTENT GUIDE

Department: Culinary Arts & Hosp./Dietetics & Nutrition
Date: January 20, 2012
Course Number: CA A114
Course Title: Beverage Management
Credits: 3.0

I. Course Description:
Reviews the history of the beverage industry, including alcohol and non-alcohol beverages. Focuses on the management and operations of beverage service. Covers legal responsibilities of serving alcohol and awareness of alcohol abuse

Special note: Students are prepared to take alcohol server exam that will allow them to legally serve alcohol in the State of Alaska

II. Course Design:
a. Elective designed for students in the Culinary Arts major and the Hospitality Restaurant Management major
b. 3.0 credits
c. Total time of student involvement – 135 hours per semester
   Lecture: 3 hours per week
   Homework: 6 hours per week
d. Elective for AAS in Culinary Arts, BA Hosp. Restaurant Management
e. Lab fees are assessed for this course
f. Course may be taught during any timeframe but not less than three weeks
g. This is a revised course
h. UAA Listserv and extended sites
i. Course level justification – No prior knowledge of food purchasing is required for this course

III. Course Activities:
Course lectures will be conducted on campus. Reading of assigned information, completion of text workbook, lectures, guest speakers and site tours will comprise the course activities

IV. Course Prerequisite:
Registration restriction: Must be a declared Culinary Arts Major or Restaurant Management Major

Must be 21 years old
V. Course Evaluation:
Course will be graded A-F

VI. Course Curriculum:
1.0 Safety
   1.1 Classroom safety features and rules
   1.2 Building safety features and rules
   1.3 Campus safety features and rules
   1.4 Hazardous Materials
      1.4.1 Right to Know Information
      1.4.2 MSDS information

2.0 History of the beverage industry
   2.1 History and cultural aspects of alcohol consumption
   2.2 Effects of alcohol on the human body
   2.3 Public awareness in the beverage industry

3.0 Bar and beverage marketing
   3.1 Determining customer needs
   3.2 Product identification
   3.3 Development of wine and beer lists
   3.4 Components of the customer-service transaction

4.0 Bar and beverage planning
   4.1 Operation equipment
   4.2 Layout and design of bar operations
   4.3 Upkeep and maintenance

5.0 Wine fundamentals
   5.1 History, geography and origins
   5.2 Selling and serving of wine
   5.3 Classifications and pairings
   5.4 Wine language and vocabulary
   5.5 Wine purchasing and storage

6.0 Spirits and cordials
   6.1 Types of spirits
   6.2 Types of cordials
   6.3 Classifications and pairings
7.0 Beer
   7.1 Origins and productions
   7.2 Beer types
   7.3 Packaging and pasteurization
   7.4 Storage, handling and storage

8.0 Bar management
   8.1 Training and staffing
   8.2 Control and licensing
   8.3 Governmental compliance
   8.4 Costing, pricing and control
   8.5 Theft deterrents
   8.6 Profit pouring

9.0 Legal factors in beverage service
   9.1 Development of liquor laws
   9.2 Prohibition
   9.3 Liquor liability and dram shop laws
   9.4 The law and the customer
   9.5 The law and the employee
   9.6 State certification for alcohol service
   9.7 Tams/tips training

VII. Suggested Text:

VIII. Bibliography:


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

**A. Instructional Goal:**
Prepare student for beverage management to include the liabilities of alcohol service, bar set up and maintenance, wine, beer and spirit fundamentals and customer/employee interactions

**B. Student Outcomes/Assessment Procedures:**

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review planning and development of successful bar operations</td>
<td>Discussion and quiz</td>
</tr>
<tr>
<td>Identify and understand the basic components of bar service equipment and glassware</td>
<td>Discussion and quiz</td>
</tr>
<tr>
<td>Describe the fundamentals of wine types, origins, productions and classifications</td>
<td>Discussion and quiz</td>
</tr>
<tr>
<td>Describe spirits, cordials and beer and their origins and production methods</td>
<td>Discussion and quiz</td>
</tr>
<tr>
<td>Review legal factors in alcohol service, costing, pricing and control</td>
<td>Discussion and quiz</td>
</tr>
<tr>
<td>Develop a wine and beer list for a food service operation</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Term paper</td>
</tr>
</tbody>
</table>
## Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<tbody>
<tr>
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<td>ACAH Div of Culinary Arts Hosp</td>
<td>Culinary Arts</td>
</tr>
</tbody>
</table>

### 2. Course Prefix

<table>
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<th>2. Course Prefix</th>
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<td>CA</td>
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### 3. Course Number

<table>
<thead>
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<tr>
<td>A295</td>
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### 4. Previous Course Prefix & Number

<table>
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### 5a. Credits/CEUs

<table>
<thead>
<tr>
<th>5a. Credits/CEUs</th>
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<tbody>
<tr>
<td>3.0</td>
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</tbody>
</table>

### 5b. Contact Hours

<table>
<thead>
<tr>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1+15)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Foodservice Internship**

*Abbreviated Title for Transcript (30 character)*

### 7. Type of Course

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

### 8. Type of Action:

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

#### If a change, mark appropriate boxes:

- [X] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [ ] Cross-Listed/Stacked  
- [ ] Course Description  
- [ ] Test Score Prerequisites  
- [ ] Co-requisites  
- [ ] Other Restrictions  
- [ ] Class  
- [ ] Level  
- [ ] College Major  
- [ ] Other CCG (please specify)

### 9. Repeat Status

- [ ] choose one
  - [ ] # of Repeats
  - [X] No
  - [ ] Max Credits

### 10. Grading Basis

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

### 11. Implementation Date

- [ ] From: Fall / 2013  
- [ ] To: / 9999

### 12. Cross Listed with

- [ ] No  
- [ ] Yes

- [ ] Stacked  
- [ ] No

- [ ] Other

### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Culinary Arts</td>
<td>213</td>
<td>Yes</td>
<td>Jan. 20, 2012</td>
<td>Tim Doebler</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Initiator Name (typed): Naomi Everett

Initiator Signed Initials: _________  
Date:________________

### 13b. Coordination Email

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

### 13c. Coordination with Library Liaison

Date: Jan. 20, 2012

### 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*

Provide supervised workplace training in selected foodservice industry settings. Integrates knowledge and skills through work designed to meet student’s individual competency needs and career objectives. Requires minimum of 225 hours at worksite plus 15 hours of consultation with faculty mentor.

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

CA A103L and CA A111L with grade of C or higher.

### 16b. Test Score(s)

N/A

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

N/A

### 16d. Other Restriction(s)

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

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

Must be declared Culinary Arts major

### 17. Mark if course has fees

- [ ] Yes

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

- [ ] Yes

### 19. Justification for Action

Periodic curriculum revision resulted in changes to course number, pre-requisites, registration restrictions, suggested texts/bibliography, instructional goals/objectives and outcomes/assessment.

Initiator (faculty only)  
Naomi Everett

Initiator (TYPE NAME)

- [ ] Approved
- [ ] Disapproved

Dean/Director of School/College  
Date

University/Graduate Academic Board Chairperson  
Date

Provost or Designee  
Date

- [ ] Approved
- [ ] Disapproved
COURSE CONTENT GUIDE

Department: Culinary Arts & Hosp./Dietetics & Nutrition  
Date: January 20, 2012  
Course Number: CA A295  
Course Title: Foodservice Internship  
Credits: 3.0

I. Course Description:
Provides supervised workplace training in selected foodservice industry settings. Integrates knowledge and skills through work designed to meet student’s individual competency needs and career objectives. Requires minimum of 225 hours at worksite plus 15 hours of consultation with faculty mentor.

II. Course Design:
   a. Elective course designed for students in the Culinary Arts major.
   b. 3.0 credits
   c. Total student time: 15 hours faculty consultation + 225 hours at worksite
   d. Elective for AAS in Culinary Arts
   e. None
   f. Course may be taught in any timeframe but not less than six weeks
   g. This is a revised course
   h. UAA Listserv and extended sites
   i. Course level justification: Student applies culinary arts knowledge and skills to real work environment, will practice learned skills, operate equipment, solve real work problems, assess root causes of process or product failures and may improve existing processes

III. Course Activities:
Includes hands-on experiences and training on-the-job at a foodservice establishment supplemented by consultation with faculty mentor.

IV. Course Prerequisite:
CA A103L and CA A111L with minimum grade of C

Registration restriction: Must be a declared Culinary Arts Major
V.

**Course Evaluation:**
Course will be graded A-F

VI.

**Course Curriculum:**
1.0 Safety

2.0 Utilize technical skills appropriate to work situations

3.0 Maintain internship journal
   3.1 Develop individual learning outcomes
   3.2 Note work experiences and challenges
   3.3 Log work hours
   3.4 Suggest process improvement or situational resolutions
   3.5 Review journal weekly with faculty mentor

4.0 Participate in weekly consultation with faulty mentor
   4.1 Discuss worksite learning experiences
   4.2 Discuss process improvements or situational resolutions

VII.

**Suggested Text:**

VIII.

**Bibliography:**


IX.

**Instructional Goals, Student Outcomes, and Assessment Procedures:**

A. **Instructional Goal:**
Exposes student to work situations in the Foodservice/Hospitality industry. Integrates knowledge and skills through work intended to meet student’s individual competency needs and career objectives
B. Student Outcomes/Assessment Procedures:

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-determine, with faculty mentor consultation, 3-5 learning objectives to be accomplished through internship work experience</td>
<td>Discussion with faculty mentor</td>
</tr>
<tr>
<td></td>
<td>Work journal</td>
</tr>
<tr>
<td>Self-evaluate performance compared to learning objectives</td>
<td>Discussion with faculty mentor</td>
</tr>
<tr>
<td></td>
<td>Self-Evaluation I</td>
</tr>
<tr>
<td></td>
<td>Self-Evaluation II</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation I</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation II</td>
</tr>
<tr>
<td>Accumulate 225 actual work hours at internship site</td>
<td>Work journal</td>
</tr>
</tbody>
</table>
October 26, 2012

Cover Memo

To: UAA – Undergraduate Academic Board (UAB)
From: Tim Doebler, Director/Assoc. Professor, CTC/CA&HRM
RE: Culinary Arts/Hospitality Restaurant Management Curriculum package

Please accept the Culinary Arts/Hospitality Restaurant Management curriculum for review by the UAB. Minor changes to curriculum are being submitted for review as a result of the Department’s periodic review process. This action resulted in various changes to course numbers, course descriptions, pre-requisites, registration restrictions, suggested text/bibliographies, learning outcomes and catalog copy.

Please contact Tim Doebler if you have questions or concerns at twdoebler@uaa.alaska.edu or 907.786-4728.

C: Cathy LeCompte, CTC/Assoc. Dean
   Brian Bennett, Chair, CTC/PICR
### 1a. School or College
CT CTC

### 1b. Division
ACAH Div of Culinary Arts Hosp

### 1c. Department
Culinary Arts & Hospitality/Dietetics and Nutrition

### 2. Complete Program Title/Prefix
AAS Culinary Arts

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

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

### 5. Implementation Date (semester/year)
From: FALL/2013 To: 9999

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

Initiator Name (typed): Amy Green
Initiator Signed Initials: _________ Date:________________

### 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: Jan. 20, 2012

### 6c. Coordination with Library Liaison Date: Jan. 20, 2012

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

### 8. Justification for Action
Changes update catalog copy and make it current

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td>Date</td>
</tr>
<tr>
<td>Amy Green</td>
<td></td>
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<table>
<thead>
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<tr>
<td>Approved/Disapproved</td>
<td>Dean/Director of School/College Date</td>
</tr>
<tr>
<td>Approved/Disapproved</td>
<td>Undergraduate/Graduate Academic Date</td>
</tr>
<tr>
<td>Approved/Disapproved</td>
<td>Board Chairperson Date</td>
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<tr>
<td>Approved/Disapproved</td>
<td>Provost or Designee Date</td>
</tr>
<tr>
<td>Approved/Disapproved</td>
<td>Curriculum Committee Chairperson Date</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>1b. Division</td>
</tr>
<tr>
<td>CT CTC</td>
<td>ACAH Div of Culinary Arts Hosp</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix

BA Hospitality Restaurant Management

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE

4. Type of Action:

- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

5. Implementation Date (semester/year)

From: FALL/2013 To: 9999

6a. Coordination with Affected Units

Department, School, or College: CTC

Initiator Name (typed): AG

Initiator Signed Initials: _________ Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: Jan. 20, 2012

6c. Coordination with Library Liaison Date: Jan. 20, 2012

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

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

8. Justification for Action

Changes update catalog copy and make it current

Initiator (faculty only) Date

Amy Green

Initiator (TYPE NAME) Date

Disapproved

Approved

Dean/Director of School/College Date

Disapproved

Approved

Undergraduate/Graduate Academic Date

Disapproved

Approved

Board Chairperson Date

Disapproved

Approved

Provost or Designee Date

Disapproved

Approved

Curriculum Committee Chairperson Date
The Culinary Arts and Hospitality Division offers two degrees: an Associate of Applied Science (AAS) degree in Culinary Arts, and a Bachelor of Arts degree in Hospitality and Restaurant Management (BA).

The Culinary Arts and Hospitality and Restaurant Management programs provide students the opportunity to acquire the culinary skills, management skills, and hospitality finesse needed to develop a career in the expanding hospitality and foodservice industry. An array of career possibilities is available to graduates in the areas of culinary production and professional management in restaurants, clubs, bakeries, hotels, hospitals, camps, catering facilities, institutions, tourism, and other related operations.

The AAS degree generally takes five semesters of full-time study to complete (12-15 credits per semester). With additional culinary electives, students may focus their studies in culinary/bakery, management, or hospitality. Through a study abroad agreement, students have the option of studying abroad for one semester at the prestigious Italian Culinary Institute of Florence (APICIUS).

The bachelor’s degree generally takes four to five years of study to complete. In addition to general education requirements, students will complete a culinary core, a business core, and then have the option to complete an emphasis study core in hospitality, hotel, restaurant management, convention and catering management, or tourism at the University of Nevada Las Vegas (UNLV), or Northern Arizona University (NAU). Or, students may complete a nutrition emphasis study core at UAA. The study cores at either UNLV or NAU require two semesters to complete; students have the option of attending UNLV or NAU, or may complete the coursework via distance delivery. Please note that students may have to pay nonresident tuition for out-of-state study if they do not apply for National Student Exchange (NSE).

The capstone experience for the bachelor’s degree is a 600-hour internship offered through UAA and designed to provide direct hands-on hotel and restaurant operations management experience during the fourth or fifth year. Arranged by the department, internships are paid work experiences at an approved site.

**Associate of Applied Science, Culinary Arts**

The Culinary Arts program produces graduates who are not just prepared for entry-level work positions in the rapidly expanding and varied foodservice, hospitality and tourism industry, but also graduates who can quickly advance in career opportunities because of their formal training and education.

**Program Outcomes**

Graduates are able to:

1. Apply theories and concepts of baking and implement techniques to operate or function in a commercial bakery.
2. Apply theories and concepts of cooking and implement techniques to operate or function in a commercial kitchen.
3. Identify sanitation and safety codes and procedures necessary to maintain a safe foodservice facility.
4. Analyze food cost and implement necessary controls to maintain costs and ensure profitability.
5. Demonstrate the ability to use human resource management and facility operation management concepts to ensure safety, customer service and profitability.

**Admission Requirements**

1. Satisfy the Admission to Associate’s Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.
Advising
1. Call the Culinary Arts department at (907) 786-1487 for an appointment with a faculty advisor to plan a personal program of study.

Academic Progress Requirements

Core Requirements
Full-time and part-time students must successfully complete the 12-credit core curriculum as a prerequisite to enrolling in culinary and bakery skill development laboratory courses. The core consists of the following courses:

CA A101 The Hospitality Industry: Careers, Trends and Practices 2
CA A104 Sanitation 2
CA A107 Cost Control 3
CA A103 Quantity Food Purchasing 2
DN A101 Principles of Nutrition 3

Note: ENGL A111 and MATH A055 with a minimum grade of C are prerequisites and must be completed before enrolling in the above Core courses. Appropriate SAT, ACT or UAA-approved Math Placement Test scores may be used in lieu of MATH A055. Also each of the above Core courses must be completed with a grade of C or higher before student can enter Major Course Requirement area.

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

General Course Requirements
Complete the Associate of Applied Science General Course Requirements (15 credits) located at the beginning of this chapter.

Major Requirements
1. Complete the following required courses: 24
   CA A110L Culinary Skill Development 4
   CA A111L Bakery Skill Development 4
   CA A201 A la Carte Kitchen 4
   CA A202 Advanced Bakery 4
   CA A223 Catering Management 2
   CA A224 Hospitality Service 3
   CA A230 Foodservice Management 3

2. Complete a minimum of 9 credits from the elective area: 9
   CA A114 Beverages Management (3)
   CA A225 Hospitality Concept Design (3)
   CA A295C Foodservice Internship (3)

Note: Other APICIUS (Study Abroad), Accounting, Business, Culinary Arts or Nutrition courses may be considered for credit in the elective area by academic petition. See program academic advisor for prior approval.

3. A total of 60 credits is required for the degree.
Bachelor of Arts, Hospitality and Restaurant Management

The Hospitality and Restaurant Management program produces graduates who are not only prepared for entry-level work positions in the rapidly expanding and varied foodservice, hospitality and tourism industry, but also who can confidently advance to middle- and upper-level management opportunities because of their formal training and education.

Program Outcomes

Graduates are able to:

1. Apply theories and concepts of baking and cooking and implement necessary techniques to operate or function in a commercial kitchen and bakery.
2. Demonstrate ability to practice concepts of customer service and operate front desk operations for lodging venues.
3. Analyze the food, beverage and lodging cost-control cycle and accounting practices, and implement controls to maintain costs and ensure profitability.
4. Demonstrate the ability to implement sales, marketing and promotion, and utilize resources to develop and implement marketing plans for foodservice, lodging, and tourism venues.
5. Discuss the importance of the manager’s role and ethics associated with executive management and how they lead and inspire staff to achieve mission and goals.
6. Identify health, building, and fire codes and implement requirements to maintain a safe hospitality environment.

Admission Requirements

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

Advising

Call the Culinary Arts and Hospitality Department at (907) 786-1487 for an appointment with a faculty advisor to plan a personal program of study.

Degree Requirements

1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
3. Students are highly encouraged to coordinate their course selection with the program academic advisor. Some courses that may fulfill General Education Requirements and baccalaureate requirements are prerequisites to required business core courses.
4. A minimum of 3 credits of General Education Requirements must be at the 300- or 400-level to meet the upper division credit requirements for this degree.
5. Complete the Culinary Core, Business Core and one of the three emphasis study core options listed below.

Major Requirements

1. Culinary Core

Complete all of the following courses (28 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA A101</td>
<td>Hospitality industry: Careers, Trends, and Practices</td>
<td>2</td>
</tr>
<tr>
<td>CA A103L</td>
<td>Culinary Skill Development</td>
<td>4</td>
</tr>
<tr>
<td>CA A104</td>
<td>Sanitation</td>
<td>2</td>
</tr>
<tr>
<td>CA A107</td>
<td>Cost Control</td>
<td>3</td>
</tr>
<tr>
<td>CA A110</td>
<td>Quantity Food Purchasing</td>
<td>2</td>
</tr>
<tr>
<td>CA A111L</td>
<td>Bakery Skill Development</td>
<td>4</td>
</tr>
</tbody>
</table>
2. **Business Core**

Complete all of the following courses (30 credits):

- **ACCT A201** Principles of Financial Accounting 3
- **ACCT A202** Principles of Managerial Accounting 3
- **BA A300** Organizational Theory and Behavior 3
- **BA A343** Principles of Marketing 3
- **BA A361** Human Resource Management 3
- **BA A381** Consumer Behavior 3
- **BA A463** Promotion Management 3
- **BA A488** Environment of Business 3
- **CIS A110** Computer Concepts in Business 3
- **STAT A252** Elementary Statistics (3) 3

*Note: To meet prerequisites, these courses must be taken in a certain sequence. You are encouraged to plan your course schedule with the program advisor.*

3. There are three emphasis study core options in this degree program. In addition to General Education Requirements, students will complete a culinary core, a business core and then have the option to complete an emphasis study core in hospitality, hotel, restaurant management, convention and catering management or tourism at the Northern Arizona University (NAU) or University of Nevada Las Vegas (UNLV). Or, students may complete a nutrition emphasis study core at UAA. The emphasis study cores require two semesters to complete.

Students who wish to attend NAU or UNLV are highly encouraged to apply for National Student Exchange as this greatly minimizes the amount of out-of-state tuition paid. Students must have a 2.50 minimum GPA to meet NSE eligibility requirements.

*Special note: It is possible to complete NAU or UNLV coursework via distance delivery. This requires special coordination with the UAA program academic advisor.*

Also, due to course scheduling at NAU or UNLV, certain courses may not be available while the student is on exchange. Other 300-/400-level hotel, restaurant, tourism management courses may be considered for substitution with prior approval from the UAA program academic advisor.

**I. Northern Arizona University (NAU) Hospitality Core (24 credits):**

a. Complete the following:

- **HA 335** Hospitality Law 3
- **HA 345** Human Resource Management 3
- **HA 355** Food and Beverage Cost Control 3
- **HA 400** Hospitality Sales Management 3
- **HA 490C** Senior Seminar 3
  (last semester at NAU)

b. Additionally, complete three courses from the following: 9

- **HA 340** Beverage and Bar Operations (3)
  (Must be 21 or older)
- **HA 390** International Hospitality Operations (spring/fall) (3)
- **HA 401** Resort Management (spring) (3)
- **HA 435** Hospitality Litigation (fall) (3)
II. University of Nevada Las Vegas (UNLV) Hospitality Core (24 credits):
   a. Complete the following:
      HMD 114  Lodging Operations  3  
      HMD 202  Exec. Planning/Housekeeping Operations  3  
      HMD 395  Facilities Management  3  
      HMD 401  Hotel Law  3  
      HMD 410  Hospitality Security/Preservation of Assets  3  
      TCA 379  Catering Sales and Operations  3  
      TCA 385  Convention Service Management  3  
      HMD or TCA Elective (300 level or higher)  3

III. University of Alaska Anchorage Nutrition Core (27 credits):
   a. Complete the following:
      DN A151 Nutrition Through the Life Cycle  3  
      DN A203 Nutrition for the Health Sciences  3  
      DNA 255 Concepts of Healthy Food  3  
      DN A315 World Food Patterns  3  
      DN A350 Foodservice Systems and Quantity Foods  3  
      DN A355 Weight Management and Eating Disorders  3  
      DN A407 Preventative and Therapeutic Nutrition  3  
      DN A415 Community Nutrition  3  
      BA Elective 300 level or higher  3

Note: Much of Nutrition Core can be completed online through UAA.

4. Internship Requirement
   CA A495  Hospitality Internship  6

5. With the NAU/UNLV emphasis area a minimum of 122 credits is required for the degree of which 42 must be upper division. Of those 42 upper division credits a total of 24 must be completed in residence at UAA. With the UAA/Nutrition Emphasis a minimum of 125 credits is required for the degree of which 42 must be upper division.

FACULTY

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3. A total of 60 credits is required for the degree.
The Culinary Arts and Hospitality Division offers two degrees: an Associate of Applied Science (AAS) degree in Culinary Arts, and a Bachelor of Arts degree in Hospitality and Restaurant Management (BA).

Persons employed in the foodservice industry who wish to update skills and knowledge may take culinary courses for professional development. Students are strongly encouraged to contact a faculty advisor about prerequisites and other lab or course requirements.

The Culinary Arts and Hospitality and Restaurant Management programs provide students the opportunity to acquire the culinary skills, management skills, and hospitality finesse needed to develop a career in the expanding hospitality and foodservice industry. An array of career possibilities is available to graduates in the areas of culinary production and professional management in restaurants, clubs, bakeries, hotels, hospitals, camps, catering facilities, institutions, tourism, and other related operations.

The AAS degree generally takes two years/five semesters of full-time study to complete (12-15 credits per semester). With additional culinary electives, students may focus their studies in culinary/bakery, management, or hospitality. In the third or fourth semester, the capstone experience for the AAS degree is a 225-hour internship designed to provide direct hands-on advanced culinary experience. Arranged by the department, culinary internships are unpaid work experiences at an approved foodservice site. Through a study abroad agreement, students have the option of studying abroad for one semester at the prestigious Italian Culinary Institute of Florence (APICIUS).

The bachelor’s degree generally takes four to five years of study to complete. In addition to general education requirements, students will complete a culinary core, a business core, and then have the option to complete an emphasis study core in hospitality, hotel, restaurant management, convention and catering management, or tourism at the University of Nevada Las Vegas (UNLV) or Northern Arizona University (NAU). Or, students may complete a nutrition emphasis study core at UAA. The study cores at either UNLV or NAU require two semesters to complete; students have the option of attending UNLV or NAU, or may complete the coursework via distance-delivered courses delivery. Please note that students may have to pay nonresident tuition for out-of-state study if they do not apply for National Student Exchange (NSE).

The capstone experience for the bachelor’s degree is a 600-hour Alaska internship offered through UAA and designed to provide direct hands-on hotel and restaurant operations management experience during the fourth or fifth year. Arranged by the department, internships are paid work experiences at an approved site.

To help students move efficiently through the program, the department requires specific admissions and advising procedures outlined below. An approved placement test is required for admission and, while not used for placement, is used to advise students of potential difficulties in selected courses.

With application to the program, students open a personal portfolio used to monitor and track student progress and house transcripts, resumes, letters of reference, certificates of completion, scholarship information, evidence of computer competency, internship and job placement, and any other related career planning or placement materials. Students may use their portfolios to apply for scholarships, jobs, or for other personal or professional development.

Associate of Applied Science, Culinary Arts

The Culinary Arts program produces graduates who are not just prepared for entry-level work positions in the rapidly expanding and varied foodservice, hospitality and tourism industry, but also graduates who can quickly advance in career opportunities because of their formal training and education.
**Program Outcomes**

At the completion of this program, students (Graduates) are able to:

1. Apply theories and concepts of baking and implement techniques to operate or function in a commercial bakery.
2. Apply theories and concepts of cooking and implement techniques to operate or function in a commercial kitchen.
3. Identify sanitation and safety codes and procedures necessary to maintain a safe foodservice facility.
4. Analyze food cost and implement necessary controls to maintain costs and ensure profitability.
5. Demonstrate the ability to use human resource management and facility operation management concepts to ensure safety, customer service and profitability.

**Admission Requirements**

1. Satisfy the Admission to Associate’s Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.

2. Request an admission and advising packet. Complete and return the application form to the department. This form opens an individual student portfolio, which is used to advise and counsel students throughout their program of study and to contain important career planning and placement materials.

**Advising**

1. Call the Culinary Arts department at (907) 786-4728  786-1487 for an appointment with a faculty advisor to plan a personal program of study.

2. Contact Advising and Testing (786-4500) to take a UAA-approved placement test of mathematics, reading, and writing skills. Place a copy of the results in the department portfolio. SAT, ACT and other postsecondary transcripts may also be submitted to the department. These records will be used for advising only.

**Academic Progress Requirements**

**Core Requirements**

Full-time and part-time students must successfully complete the 12-credit core curriculum as a prerequisite to enrolling in culinary and bakery skill development laboratory courses. The core consists of the following courses: (note each course must be completed with a grade of C or higher):

**CA A101**  The Hospitality Industry: Careers, Trends and Practices  2

**CA A104**  Sanitation  2

**CA A107**  Cost Control  3

**CA A103**  Quantity Food Purchasing  2

**DN A101**  Principles of Nutrition  3

**Note:** ENGL A111 and MATH A055 with a minimum grade of C are prerequisites and must be completed before enrolling in the above Core courses. Appropriate SAT, ACT or UAA-approved Math Placement Test scores may be used in lieu of MATH A055. Also each of the above Core courses must be completed with a grade of C or higher before student can enter Major Course Requirement area.

**General University Requirements**

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

**General Course Requirements**

Complete the Associate of Applied Science General Course Requirements (15 credits) located at the beginning of this chapter.
Major Requirements

1. Complete the following required courses: 24
   - CA A103110L Culinary Skill Development 4
   - CA A111L Bakery Skill Development 4
   - CA A201 A la Carte Kitchen 4
   - CA A202 Advanced Bakery 4
   - CA A223 Catering Management 2
   - CA A224 Hospitality Service 3
   - CA A230 Foodservice Management 3

2. Complete a minimum of 9 credits from the following elective area: 9
   - CA A114 Beverages Management (3)
   - CA A225 Hospitality Concept Design (3)
   - CA A295C Foodservice Internship (3)
   - DN A260 Food Science (3)

Note: Other nutrition, culinary arts, or business courses may be considered for credit in the elective area by petition. See your program academic advisor.

Note: Other APICIUS (Study Abroad), Accounting, Business, Culinary Arts or Nutrition courses may be considered for credit in the elective area by academic petition. See program academic advisor for prior approval.

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

Bachelor of Arts, Hospitality and Restaurant Management

The Hospitality and Restaurant Management program produces graduates who are not only prepared for entry-level work positions in the rapidly expanding and varied foodservice, hospitality and tourism industry, but also who can confidently advance to middle- and upper-level management opportunities because of their formal training and education.

Program Outcomes

At the completion of this program, students are able to:

1. Apply theories and concepts of baking and cooking and implement necessary techniques to operate or function in a commercial kitchen and bakery.
2. Demonstrate ability to practice concepts of customer service and operate front desk operations for lodging venues.
3. Analyze the food, beverage and lodging cost-control cycle and accounting practices, and implement controls to maintain costs and ensure profitability.
4. Demonstrate the ability to implement sales, marketing and promotion, and utilize resources to develop and implement marketing plans for foodservice, lodging, and tourism venues.
5. Discuss the importance of the manager’s role and ethics associated with executive management and how they lead and inspire staff to achieve mission and goals.
6. Identify health, building, and fire codes and implement requirements to maintain a safe hospitality environment.

Admission Requirements

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

2. Request an admission and advising packet. Complete and return the application form to the department. This form opens an individual student portfolio which is used to advise students throughout their program of study and to contain important career planning and placement materials.
Advising

Call the Culinary Arts and Hospitality Department at (907) 786-4728 for an appointment with a faculty advisor to plan a personal program of study.

Contact Advising and Testing (786-4500) to take a UAA-approved placement test of mathematics, reading, and writing skills. Place a copy of the results in the department portfolio. SAT, ACT and other postsecondary transcripts may also be submitted to the department. These records will be used for advising only.

Degree Requirements

1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
3. Students are highly encouraged to coordinate their course selection with the program academic advisor. Some courses that may fulfill General Education Requirements and baccalaureate requirements are prerequisites to required business core courses. To avoid taking additional courses later, it is highly recommended students complete ECON A201 and ECON A202.
4. A minimum of 3 credits of General Education Requirements must be at the 300- or 400-level to meet the upper division credit requirements for this degree.
5. Complete the Culinary Core, Business Core and one of the three emphasis study core options listed below.

Major Requirements

1. Culinary Core

   Complete all of the following courses (31-28 credits):
   CA A101 Hospitality industry: Careers, Trends, and Practices 2
   CA A103L Culinary Skill Development 4
   CA A104 Sanitation 2
   CA A107 Cost Control 3
   CA A110 Quantity Food Purchasing 2
   CA A111L Bakery Skill Development 4
   CA A201 A la Carte Kitchen 4
   CA A202 Advanced Bakery 4
   CA A224 Hospitality Service 3
   CA A225 Hospitality Concept Design 3

2. Business Core

   Complete all of the following courses (30 credits):
   ACCT A201 Principles of Financial Accounting 3
   ACCT A202 Principles of Managerial Accounting 3
   BA A300 Organizational Theory and Behavior 3
   BA A343 Principles of Marketing 3
   BA A361 Human Resource Management 3
   BA A381 Consumer Behavior 3
   BA A463 Promotion Management 3
   BA A488 Environment of Business 3
   CIS A110 Computer Concepts in Business 3
   STAT A252 Elementary Statistics (3) 3

Note: To meet prerequisites, these courses must be taken in a certain sequence. You are encouraged to plan your course schedule with the program advisor.
3. There are three emphasis study core options in this degree program. In addition to General Education Requirements, students will complete a culinary core, a business core and then have the option to complete an emphasis study core in hospitality, hotel, restaurant management, convention and catering management or tourism at the Northern Arizona University (NAU) or University of Nevada Las Vegas (UNLV). Or, students may complete a nutrition emphasis study core at UAA. The emphasis study cores require two semesters to complete.

Students who wish to attend NAU or UNLV are highly encouraged to apply for National Student Exchange as this greatly minimizes the amount of out-of-state tuition paid. Students must have a 2.50 minimum GPA to meet NSE eligibility requirements.

Special note: It is possible to complete NAU or UNLV coursework via distance delivery. This requires special coordination with the UAA program academic advisor.

Also, due to course scheduling at NAU or UNLV, certain courses may not be available while the student is on exchange. Other 300-/400-level hotel, restaurant, tourism management courses may be considered for substitution with prior approval from the UAA program academic advisor.

I. Northern Arizona University (NAU) Hospitality Core (24 credits):

   a. Complete the following:

      | Course | Title                                      | Credits |
      |--------|--------------------------------------------|---------|
      | HA 335 | Hospitality Law                            | 3       |
      | HA 345 | Human Resource Management                   | 3       |
      | HA 355 | Food and Beverage Cost Control             | 3       |
      | HA 400 | Hospitality Sales Management                | 3       |
      | HA 490C| Senior Seminar                             | 3       |

      (last semester at NAU)

   b. Additionally, complete three courses from the following:

      | Course | Title                                      | Credits |
      |--------|--------------------------------------------|---------|
      | HA 340 | Beverage and Bar Operations                | 3       |
      |        | (Must be 21 or older)                      |         |
      | HA 390 | International Hospitality Operations       | 3       |
      |        | (spring/fall)                              |         |
      | HA 401 | Resort Management                          | 3       |
      |        | (spring)                                   |         |
      | HA 435 | Hospitality Litigation                     | 3       |
      |        | (fall)                                     |         |
      | HA 442 | Advanced Food & Beverage Management        | 3       |
      | HA 477 | Casino Management                          | 3       |

II. University of Nevada Las Vegas (UNLV) Hospitality Core (24 credits):

   a. Complete the following:

      | Course | Title                                      | Credits |
      |--------|--------------------------------------------|---------|
      | HMD 114| Lodging Operations                         | 3       |
      | HMD 202| Exec. Planning/Housekeeping Operations     | 3       |
      | HMD 395| Facilities Management                      | 3       |
      | HMD 401| Hotel Law                                  | 3       |
      | HMD 410| Hospitality Security/Preservation of Assets| 3       |
      | TCA 379| Catering Sales and Operations              | 3       |
      | TCA 385| Convention Service Management              | 3       |
      | HMD or TCA Elective (300 level or higher)  | 3       |

III. University of Alaska Anchorage Nutrition Core (24-27 credits):
a. Complete the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN A101</td>
<td>Principles of Nutrition (3)</td>
<td>3</td>
</tr>
<tr>
<td>DN A151</td>
<td>Nutrition Through the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for the Health Sciences (3)</td>
<td>3</td>
</tr>
<tr>
<td>DN A151</td>
<td>Nutrition Through the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>DN A155</td>
<td>Survey of Alaska Native Nutrition (3)</td>
<td>3</td>
</tr>
<tr>
<td>DN A215</td>
<td>Sports Nutrition (3)</td>
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<tr>
<td>DNA 255</td>
<td>Concepts of Healthy Food</td>
<td>3</td>
</tr>
<tr>
<td>DN A303</td>
<td>Preventive and Therapeutic Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>DN A315</td>
<td>World Food Patterns</td>
<td>3</td>
</tr>
<tr>
<td>DN A350</td>
<td>Foodservice Systems and Quantity Foods</td>
<td>3</td>
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<td>DN A355</td>
<td>Weight Management and Eating Disorders</td>
<td>3</td>
</tr>
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<td>DN A407</td>
<td>Preventative and Therapeutic Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>DN A415</td>
<td>Community Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BA</td>
<td>Elective 300 level or higher</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Much of The Nutrition Core can be completed entirely online through UAA.

4. Internship Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA A495</td>
<td>Hospitality Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

5. A minimum of 125 credits is required for the degree of which 42 must be upper division. Of those 42 upper division credits a total of 24 must be completed in residence at UAA.

5. With the NAU/UNLV emphasis area a minimum of 122 credits is required for the degree of which 42 must be upper division. Of those 42 upper division credits a total of 24 must be completed in residence at UAA. With the UAA/Nutrition Emphasis a minimum of 125 credits is required for the degree of which 42 must be upper division.

FACULTY

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Naomi Everett, Assistant Professor, NEVERET@uaa.alaska.edu

3. A total of 60 credits is required for the degree.
1a. School or College  
CH College of Health  

1b. Division  
AHLS Division of Health  Safety  

1c. Department  
Physical Therapist Assistant  
(pending)  

2. Course Prefix  
PTA  

3. Course Number  
A101  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
2  

5b. Contact Hours  
(2+0)  

6. Complete Course Title  
Fundamentals of Physical Therapy  
Fundamentals of PT  

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  ☐ Other  ☐ Repeat Status  ☐ Contact Hours  ☐ 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:  Spring/2014  To:  /9999  

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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</table>

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

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

13c. Coordination with Library Liaison  
Date:  Oct. 26, 2012  

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

15. Course Description (suggested length 20 to 50 words)  
Introduces the profession of Physical Therapy, to include the history, scope of practice, professionalism, the American Physical Therapy Association (APTA), ethical behavior, the health care team, interpersonal communication and documentation in a medical record.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
N/A  

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

16d. 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  
Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).  

Initiator (faculty only)  
Robin Wahto  
Initiator (TYPE NAME)  

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

☒ Approved  ☐ Disapproved  
Date  
Undergraduate/Graduate Academic  Date  

☑ Approved  ☐ Disapproved  
Date  
Board Chair  

☑ Approved  ☐ Disapproved  
Date  
Provost or Designee  

263
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A101
D. Number of Credits: 2
E. Contact Hours: 2+0
F. Course Title: Fundamentals of Physical Therapy
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Introduces the profession of Physical Therapy, to include the history, scope of practice, professionalism, the American Physical Therapy Association (APTA), ethical behavior, the health care team, interpersonal communication and documentation in a medical record.
K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Provide a basis for the historical development of Physical Therapy (PT) and the role that the American Physical Therapy Association (APTA) plays in governance of the profession.
   2. Discuss the Alaska Physical Therapy Practice Act, and its effect on the legal and ethical responsibilities of a Physical Therapist Assistant (PTA), to include the relationship/supervisory requirements of the PT/PTA relationship.
   3. Discuss possible employment settings for PTAs.
   4. Present and model features of professional behaviors and effective communication, and provide assignments that allow the students to practice in simulated patient and or professional encounters.
   5. Explain the components of the medical record, and procedures for writing medical documentation in a SOAP note (Subjective, Objective, Assessment, Plan) format.
   6. Provide examples of health care team professionals.
   7. Discuss the communication requirements for the PT/PTA relationship, to include situations/scenarios in which communication with the supervising PT is warranted.
B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the historical events that led to the formation of the profession of Physical Therapy as it exists today.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>2. Describe the structure of APTA with regards to governance and leadership.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>3. Recognize APTA policies regarding role, function, and supervisory relationships between PTs and PTAs.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>4. Identify possible employment settings for a PTA and the influence of setting on role and responsibilities.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>5. Recognize the legal and ethical responsibilities of a PTA in the state of Alaska.</td>
<td>Written assignments and examinations, classroom discussions</td>
</tr>
<tr>
<td>6. Communicate effectively with patients, caregivers, and colleagues.</td>
<td>Written assignments and examinations, role playing</td>
</tr>
<tr>
<td>7. Write a patient note in SOAP format (Subjective, Objective, Assessment, Plan).</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>8. Identify and model professional behaviors in a simulated patient encounter/case scenario.</td>
<td>Written assignments and examinations, role playing</td>
</tr>
<tr>
<td>9. Identify situations in which communication with the supervising physical therapist or emergency services are warranted.</td>
<td>Written assignments, exams, in class discussions</td>
</tr>
<tr>
<td>10. Delegate tasks appropriately to support personnel.</td>
<td>Written assignments, exams, in class discussions</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course introduces the profession of physical therapy, statutory and legal requirements, effective communication, documentation in medical records and the role of the PTA in the healthcare team.

V. Topical Course Outline
A. History of the profession of physical therapy
B. The American Physical Therapy Association (APTA)
   1. Purpose
   2. Vision and strategic plan
C. APTA governance
   1. House of Delegates
   2. Board of Directors
   3. Component leadership
      a. Chapters
      b. Sections
      c. Student Assembly
      d. PTA Caucus
D. Code of Ethics
1. PT
2. PTA

E. Professionalism
   1. Accountability
   2. Altruism
   3. Compassion/caring
   4. Excellence
   5. Integrity
   6. Professional duty
   7. Social responsibility

F. The health care team
   1. PT/PTA relationship
   2. PTA role in the health care team

G. PTA roles and responsibilities
   1. PT vs. PTA
   2. Physical therapy interventions
   3. Relationship with supervising PT
      a. Alaska state requirements
      b. Progress and status
   4. Education
      a. Patient
      b. Caregiver
      c. Colleagues/other health care providers
   5. Decision making when patient condition warrants
      a. A change in the treatment plan
      b. Emergency action
      c. Notification of physician vs. supervising PT
   6. Discharge planning

H. Communication with patients, family and other health care professionals
   1. Interview skills
   2. Verbal vs. non-verbal communication
   3. Open vs. closed-ended questions
   4. Dealing with difficult individuals
   5. Conflict resolution
   6. Patient/caregiver education
   7. Establishing rapport
   8. Active listening

I. Documentation
   1. SOAP notes
   2. Components of the medical record
   3. HIPAA and privacy
   4. Making corrections
   5. Use of abbreviations
   6. Long-term and short-term goals
   7. Appropriate of use medical terminology

J. Education and supervision of PTA students and support personnel
   1. Legal and ethical requirements for direction and supervision of support personnel
   2. Selection of activities for support personnel
VI.  **Suggested Texts** (American Medical Association style bibliography)


VII. **Bibliography**


1a. School or College  
CH College of Health  

1b. Division  
AHLS Division of Health  Safety  

1c. Department  
Physical Therapist Assistant  (pending)  

2. Course Prefix  
PTA  

3. Course Number  
A105  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3  

5b. Contact Hours  
(Lecture + Lab)  
(1.5+3)  

6. Complete Course Title  
Tests and Measures  

Abbreviated Title for Transcript (30 character)  

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

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

9. Repeat Status No  # of Repeats  Max Credits  

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

11. Implementation Date  
From: Spring/2014  To: 9999  

12. Cross Listed with  
Stacked with  

Cross-Listed Coordination Signature  

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

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<th>Initiator Signed Initials:</th>
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13b. Coordination Email  
submitted to Faculty Listserv:  [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: Oct. 26, 2012  

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 common standardized tests and measures used to determine the interventions required for the plan of care developed by the supervising physical therapist.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
N/A  

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

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

16d. 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  
Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).  

Initiator (faculty only)  
Robin Wahto  

Initiator (TYPE NAME)  
☐ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic  
Date  

Board Chair  
Date  

Provost or Designee  
Date  

Department Chair  
Date  

College/School Curriculum Committee Chair  
Date  

Approved  
Disapproved  
Approved  
Disapproved  
Approved  
Disapproved  
Approved  
Disapproved  
Approved  
Disapproved  

University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health  
B. Course Prefix: PTA  
C. Course Number: A105  
D. Number of Credits: 3  
E. Contact Hours: 1.5+3  
F. Course Title: Tests and Measures  
G. Grading Basis: A-F  
H. Implementation Date: Spring 2014  
I. Cross-listed/Stacked: N/A  
J. Course Description: Introduces common standardized tests and measures used to determine the interventions required for the plan of care developed by the supervising physical therapist.

K. Course Prerequisites: N/A  
L. Course Co-requisites: N/A  
M. Other Restrictions: N/A  
N. Registration Restrictions: Departmental Approval  
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

A. Instruction Goals. The instructor will:
   1. Explain and demonstrate procedures for assessing vital signs, anthropometric characteristics, strength, range of motion and posture, cognition, pain and sensation.
   2. Provide information on normal values for measurements obtained in the above tests.
   3. Explain how clinical findings are recorded in the medical record.
   4. Present scenarios in which the clinical findings indicate a need for a change in treatment plan, notification of the supervising physical therapist (PT), or emergency care.
   5. Provide opportunities for the students to practice performing these assessments and document their findings.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess and document vital signs.</td>
<td>Written assignments and examinations, practical examinations, skills checks</td>
</tr>
<tr>
<td>2. Identify vital sign norms for adults, children and geriatrics.</td>
<td>Written assignments and examinations, practical examinations, skills checks</td>
</tr>
<tr>
<td>3. Assess and document anthropometric characteristics.</td>
<td>Written assignments and examinations, practical examinations, skills checks</td>
</tr>
</tbody>
</table>
4. Assess and document cognition. | Written assignments and examinations, practical examinations, role playing skills checks
5. Assess and document muscle strength. | Written assignments and examinations, practical examinations skills checks
6. Assess and document range of motion (ROM). | Written assignments and examinations, role playing, practical examinations skills checks
7. Assess and document static and dynamic posture. | Written assignments and examinations, role playing, practical examinations skills checks
8. Assess and document pain. | Written assignments and examinations, role playing, practical examinations skills checks
9. Assess and document sensation. | Written assignments, exams, in class discussions, practical examinations skills checks
10. Recognize when clinical findings obtained indicate that PT intervention should not be provided. | Written assignments, exams, in class discussions, practical examinations
11. Recognize when clinical findings obtained indicate that the PTA should communicate with the supervising PT before intervention is provided. | Written assignments, exams, in class discussions, practical examinations
12. Recognize when clinical findings obtained indicate the need for emergency care. | Written assignments, exams, in class discussions, practical examinations

IV. Course Level Justification

This course introduces the test and measures used by physical therapist assistants.

V. Topical Course Outline
A. Vital signs
   1. Heart rate
   2. Blood pressure
   3. Respiratory rate
   4. Pulse oximetry
   5. Breathing pattern
   6. Temperature
   7. Peripheral pulses
   8. Physiologic response to activity/position change

B. Anthropometric characteristics
   1. Height
   2. Weight
   3. Limb length
   4. Girth/circumference
C. Assessment of cognition
   1. Orientation
   2. Ability to follow commands
   3. Arousal
   4. Memory

D. Assessment of muscle function
   1. Manual muscle testing
      a. Gross
      b. Specific
   2. Muscle tone
   3. Muscle mass
   4. Substitution

E. Assessment of range of motion (ROM)
   1. Methods utilized
      a. Goniometry
      b. Tape measure
   2. Assessment components
      a. Active vs. passive ROM
      b. Muscle length
      c. Normal vs. abnormal movement
      d. End feel

F. Assessment of posture
   1. Alignment and position
      a. Static
      b. Dynamic
   2. Symmetry
   3. Deviation from midline

G. Assessment of pain
   1. Location
   2. Intensity- pain scales
   3. Aggravating factors
   4. Alleviating Factors

H. Assessment of sensation
   1. Superficial sensation
      a. Coarse touch
      b. Light touch
      c. Cold/heat
      d. Pain
      e. Pressure
      f. Vibration
   2. Peripheral nerve integrity
   3. Dermatome testing
   4. Proprioception
VI. Suggested Texts

Duesterhaus Minor M, Duesterhaus Minor S. Patient Care Skills. 6th ed. Norwalk, CT: Appleton & Lange; 2009.


VII. Bibliography


#### Course Action Request
**University of Alaska Anchorage**

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

1a. **School or College**  
CH College of Health

1b. **Division**  
AHLS Division of Health Safety

1c. **Department**  
Physical Therapist Assistant (pending)

2. **Course Prefix**  
PTA

3. **Course Number**  
A110

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

5a. **Credits/CEUs**  
3

5b. **Contact Hours**  
(2+2)

6. **Complete Course Title**  
Kinesiology and Biomechanics

**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

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

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

11. **Implementation Date**  
semester/year

12. **Cross Listed with**  
[ ] Stacked with

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

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

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<th>Chair/Coordinator Contacted</th>
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<td>Sandra Carol Cobb</td>
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Initiator Name (typed): Robin Wahto  
Initiator Signed Initials: __________  
Date: __________

14. **General Education Requirement**

Mark appropriate box:

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

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

Presents human anatomy with an emphasis on the musculoskeletal system, identification of structures and their relationship to function, normal and abnormal biomechanical principles of joint patterns and gait. Explores human movement during performance of activities, especially the geometry of movement (kinematics) and the forces influencing movement (kinetics).

16a. **Course Prerequisite(s)** *(list prefix and number or test code and score)*

N/A

16b. **Co-requisite(s)** *(concurrent enrollment required)*

N/A

16c. **Other Restriction(s)**

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

16d. **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**

Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Initiator (faculty only)

Robin Wahto  
Initiator (TYPE NAME)

[ ] Approved  
[ ] Disapproved

Approved  
Disapproved

Dean/Director of School/College  
Date

[ ] Approved  
[ ] Disapproved

Undergraduate/Graduate Academic  
Date

[ ] Approved  
[ ] Disapproved

Board Chair  
Date

[ ] Approved  
[ ] Disapproved

Provost or Designee  
Date
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A110
D. Number of Credits: 3
E. Contact Hours: 2+2
F. Course Title: Kinesiology and Biomechanics
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Presents human anatomy with an emphasis on the musculoskeletal system, identification of structures and their relationship to function, normal and abnormal biomechanical principles of joint patterns and gait. Explores human movement during performance of activities, especially the geometry of movement (kinematics) and the forces influencing movement (kinetics).

K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce kinesiological descriptions to include anatomical position, types, directions and planes of movement, and apply the terms to posture, balance, lifting, reaching, grasping and walking.
   2. Review anatomical (bone, muscle and nerve) contributors to movement.
   3. Explain analysis of activities to include descriptions of joint movement, types of muscle contraction, and the identification of agonist(s), antagonist(s) and synergist(s) contributing to the movement.
   4. Introduce the effect of select pathological conditions on normal movement.
   5. Introduce and demonstrate commonly used exercises for the extremities, spine and trunk.
   6. Present healthy postural alignment and dysfunctional adaptations.
   7. Relate joint motion concepts to goniometry and muscle testing.
B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply basic kinesiological terms, including anatomical position, type and direction of movement and planes of movement when analyzing human motion.</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>2. Identify the major muscles of the body and explain their primary contributions to movement</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>3. Define and describe basic concepts and terminology relating to posture, balance, lifting, reaching, grasping and walking</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>4. Discuss biomechanical properties of the upper extremity, lower extremity and spine and relevant tissue including muscle, bone and nerve.</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>5. Analyze an individual’s performance of a given activity as evidenced by correctly describing joint movement, types of muscle contraction, and identifying agonist(s), antagonist(s) and synergist(s) contributing to the movement.</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>6. Analyze a given activity as evidenced by correctly identifying the movement(s) necessary to perform the activity, describing the types of muscle contractions and identifying the muscular agonist(s), antagonist(s) and synergist(s).</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>7. Compare and contrast normal human movement to abnormal movement caused by selected pathological conditions.</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>8. Apply Newtonian mechanics as they apply to specific human tissues and the human body as a whole.</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>9. Demonstrate an understanding of healthy postural alignment and identify dysfunctional adaptations.</td>
<td>Written and practical exams, skills checks</td>
</tr>
<tr>
<td>10. Apply an understanding of joint motion to goniometry and muscle testing.</td>
<td>Written and practical exams, skills checks</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course introduces kinesiological concepts as applied to normal human movement, joint patterns, posture, strength and gait.

V. Topical Course Outline
A. Terminology
1. Anatomic position
2. Planes of movement
3. Types of movement

B. Muscular contributors to movement
1. Types of contractions
2. Agonists, antagonists and synergists
3. The sliding filament mechanism
C. Joint actions
   1. Axial movement
   2. Non-axial movement

D. Biomechanical principles in human movement
   1. Center of gravity
      a. Lines of gravity
      b. Base of support
   2. Newton’s laws of motion
      a. Force vectors
      b. Forces that cause movement
      c. Forces that resist movement
   3. Torque
   4. Inertia
   5. Momentum
   6. Stability

E. Clinical applications
   1. Posture
   2. Gait
   3. Manual muscle testing
   4. Goniometry

VI. Suggested Texts


VII. Bibliography


Duesterhaus Minor M, Duesterhaus Minor S. Patient Care Skills. 6th ed. Norwalk, CT: Appleton & Lange; 2009.


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

1a. School or College
CH College of Health

1b. Division
AHLS Division of Health Safety

1c. Department
Physical Therapist Assistant (pending)

2. Course Prefix
PTA

3. Course Number
A120

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

5b. Contact Hours
(Lecture + Lab)
(1.5+3)

6. Complete Course Title
Rehabilitation 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

<table>
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<td>☐ Title</td>
<td>☐ Repeat Status</td>
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<td>☐ Grading Basis</td>
<td>☐ Cross-Listed/Stacked</td>
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<tr>
<td>☐ Test Score Prerequisites</td>
<td>☐ Course Prerequisites</td>
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<td>☐ Major</td>
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<tr>
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9. Repeat Status No # of Repeats Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
semester/year
From: Spring/2014 To: 9999

12. Cross Listed with
Stacked with

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

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

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

13c. Coordination with Library Liaison
Date: Oct. 26, 2012

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

15. Course Description (suggested length 20 to 50 words)
Introduces the clinical manifestations and common management strategies for diseases/disorders of the musculoskeletal, endocrine, integumentary, cardiovascular and pulmonary systems, as they pertain to physical therapy interventions.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
N/A

16b. Co-requisite(s) (concurrent enrollment required)
Departmental Approval

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

16d. 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
Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Initiator (faculty only)
Robin Wahto
Initiator (TYPE NAME)

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<tr>
<td>Provost or Designee</td>
<td>Date</td>
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277
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A120
D. Number of Credits: 3
E. Contact Hours: 1.5+3
F. Course Title: Rehabilitation I
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Introduces the clinical manifestations and common management strategies for diseases/disorders of the musculoskeletal, endocrine, integumentary, cardiovascular and pulmonary systems, as they pertain to physical therapy interventions.
K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Introduce major diseases and disorders of the musculoskeletal, cardiovascular, pulmonary, endocrine and integumentary systems.
2. Provide clinical manifestations and common medical and surgical strategies for the prevention and management of major diseases for the body systems presented in the course.
3. Introduce physical therapy (PT) interventions for the prevention and mitigation of symptoms and functional impairments.
4. Present scenarios in which patient presentations indicate a need for a change in treatment plan, notification of the supervising physical therapist, or emergency care.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify clinical presentations of diseases and disorders.</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>2. Select appropriate and safe interventions within the plan of care established by the physical therapist to manage symptoms or impairments associated with diseases and disorders.</td>
<td>Written and practical exams</td>
</tr>
</tbody>
</table>
   Written and practical exams, role playing

4. Identify major medical and surgical interventions for the management of diseases and disorders.
   Written and practical exams

   Written and practical exams

6. Recognize when a patient’s response to interventions indicate that PT intervention should not be provided.
   Written and practical exams, role playing

7. Recognize when a patient response to interventions indicate that the PTA should communicate with the supervising PT before additional intervention is provided.
   Written and practical exams

IV. Course Level Justification
This course introduces clinical manifestations and the common medical and/or surgical management of these clinical manifestations, as pertinent to PT interventions.

V. Topical Course Outline
A. Diseases/common pathologies of the skeletal system
   1. Fractures
   2. Osteoarthritis
   3. Rheumatoid arthritis
   4. Gout
   5. Genetic diseases
   6. Neoplastic diseases
   7. Metabolic bone diseases

B. Diseases/common pathologies of the muscular system
   1. Soft tissue injuries
   2. Neoplastic diseases
   3. Traumatic Injuries
   4. Infectious diseases

C. Diseases/common pathologies of the cardiovascular system
   1. Atherosclerosis
   2. Congestive heart failure
   3. Cardiomyopathy
   4. Valvular disorders
   5. Septal defects

D. Diseases/common pathologies of the pulmonary system
   1. Chronic pulmonary diseases
      a. Obstructive pulmonary diseases
         i. Emphysema
         ii. Chronic bronchitis (and variants)
         iii. Asthma
      b. Restrictive diseases
      c. Mixed diseases
   2. Acute pulmonary diseases
a. Infectious diseases  
b. Respiratory/ventilatory failure  
c. Atelectasis  
d. Pulmonary embolus  
3. Occupational lung diseases  
4. Neoplastic diseases  

E. Diseases/common pathologies of the endocrine and metabolic system  
1. Endocrine  
   a. Pancreatic  
   b. Pituitary  
   c. Adrenal  
   d. Thyroid  
   e. Parathyroid  
2. Metabolic  
   a. Metabolic alkalosis/acidosis  
   b. Gout  
   c. Metabolic bone diseases  
      i. Osteoporosis  
      ii. Osteomalacia  
      iii. Paget’s disease  

F. Diseases/common pathologies of the integumentary system  
1. Inflammatory/immune  
2. Infectious  
3. Neoplastic  
4. Circulatory  
5. Thermal injuries  
6. Pressure injury  

VI. Suggested Texts  


Moini J. *Introduction to Pathology for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Learning; 2012.  

VII. Bibliography  


Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.


O’Shea RK. *Pediatrics for the Physical Therapist Assistant.* St Louis, MO: Saunders; 2009.


### Course Action Request

#### University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>AHLS Division of Health Safety</td>
<td>Physical Therapist Assistant (pending)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
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<tbody>
<tr>
<td>PTA</td>
<td>A130</td>
<td>N/A</td>
<td>4</td>
<td>(2+4)</td>
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</tbody>
</table>

#### 6. Complete Course Title

- Physical Therapy Interventions I
- PT Interventions I

Abbreviated Title for Transcript (30 character):

#### 13a. Impacted Courses or Programs:

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

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

**13b. Coordination Email**

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

**13c. Coordination with Library Liaison**

Date: Oct. 26, 2012

#### 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 adaptive/assistive devices and equipment, gait training, activities of daily living (ADLS), wheelchair skills, isolation/standard precautions, aseptic technique, draping, transfers, passive range of motion (PROM) and mechanical modalities.

**16a. Course Prerequisite(s)** (list prefix and number or test code and score)

N/A

**16b. Co-requisite(s)** (concurrent enrollment required)

N/A

**16c. Other Restrictions**

- College  
- Major  
- Class  
- Level

**16d. 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**

Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

**Initiator (faculty only):** Robin Wahto

**Initiator (TYPE NAME):**

- Approved
- Disapproved

**Dean/Director of School/College**

- Approved
- Disapproved

**Undergraduate/Graduate Academic**

- Approved
- Disapproved

**Board Chair**

- Approved
- Disapproved

**Provost or Designee**

- Approved
- Disapproved

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**Date:**

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282
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A130
D. Number of Credits: 4
E. Contact Hours: 2+4
F. Course Title: Physical Therapy Interventions I
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Introduces adaptive/assistive devices and equipment, gait training, activities of daily living (ADLs), wheelchair skills, isolation/standard precautions, aseptic technique, draping, transfers, passive range of motion (PROM) and mechanical modalities.

K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Introduce and demonstrate procedures for preparing the patient and the environment prior to interventions, safe body mechanics
   2. Introduce assistive devices used to assist in patient mobility, to include wheelchairs, walkers, canes, etc., and how to select and adjust them for individual patients.
   3. Present and demonstrate gait and wheelchair training methods, passive range of motion, bed mobility and transfer training.
   4. Explain and demonstrate principles of aseptic technique.
   5. Introduce and demonstrate mechanical modalities.
   6. Review scenarios in which patient presentation or response to physical therapy interventions above indicate a need for a change in treatment plan, notification of the supervising physical therapist, or emergency care.
   7. Provide opportunities for the students to practice performing these assessments and document their findings.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare the patient and the environment for PT session to include draping for modesty.</td>
<td>Written and practical exams</td>
</tr>
</tbody>
</table>
2. Demonstrate safe body mechanics for patient handling and lifting. Written and practical exams

3. Perform gait training with appropriate device, weight bearing status, gait pattern and guarding. Written and practical exams

4. Safely propel a patient in a wheelchair and instruct them in how to propel themselves. Written and practical exams

5. Safely instruct and assist a patient in ADL activities to include bed mobility and transfers. Written and practical exams

6. Describe and demonstrate principles of aseptic technique. Written and practical exams

7. Perform and assess patient response to passive range of motion. Written and practical exams

8. Safely apply and assess patient response to mechanical modalities. Written and practical exams


10. Recognize when PT intervention should not be provided. Written assignments, exams, in class discussions, practical examinations

11. Recognize when the PTA should communicate with the supervising PT before additional intervention is provided. Written assignments, exams, in class discussions, practical examinations

12. Recognize when a patient’s response indicate the need for emergency care. Written assignments, exams, in class discussions, practical examinations

IV. Course Level Justification
This course introduces basic physical therapy interventions.

V. Topical Course Outline
A. Preparation for patient care
   1. Management of the environment
   2. Body mechanics
   3. Patient Preparation
      a. Draping
      b. Modesty
      c. Plan for medical equipment

B. Adaptive devices and equipment
   1. Adaptive devices
      a. Hospital beds
      b. Raised toilet seats
      c. Bedside commodes
      d. Grab bars
      e. Activity of daily living (ADL) aids
      f. Reachers
   2. Canes
      a. Single point
b. Quad canes
   i. Small-based
   ii. Large-based
   iii. Handgrips

3. Crutches
   a. Axillary
   b. Forearm

4. Walkers
   a. Pick-up
   b. Forearm
   c. Four-wheeled
   d. Forearm platforms

5. Wheelchairs
   a. Drive types
   b. Features of the wheelchair
      i. Armrests
      ii. Legrests
      iii. Seat depth and width
      iv. Brakes
      v. Wheels and casters
      vi. Rigid vs. folding
      vii. Recline vs. tilt-in-space
   c. Specialized wheelchairs
   d. Fitting

6. Protective/supportive devices
   a. Braces
   b. Compression garments
   c. Elastic wraps
   d. Soft and rigid neck collars
   e. Slings
   f. Supplemental oxygen

C. Gait training
   1. With devices
      a. Selection and adjustment of appropriate devices
      b. Gait patterns
   2. Without devices
   3. Weight bearing status
   4. Stairs
   5. Gait deviations
   6. Pre-gait activities
   7. Guarding

D. Wheelchair propulsion and safety

E. Activities of daily living (ADL) activities
   1. Bed mobility
      a. Rolling
      b. Scooting
      c. Bridging
      d. Supine to/from sit
2. Transfers
   a. Sliding
   b. Standing
   c. Stand-pivot
   d. Sliding board
   e. One-person lift
   f. Two-person lift
   g. Three-person carry
   h. Hoyer lift
   i. Floor transfers

F. Aseptic techniques
   1. Standard precautions
   2. Sterile field
   3. Hand washing
   4. Gowns
   5. Gloves
   6. Disposal of hazardous waste
   7. Isolation

G. Passive range of motion

H. Mechanical modalities
   1. Spinal traction
   2. Tilt table
   3. Standing frame
   4. Continuous passive motion devices
   5. Mechanical compression

VI. Suggested Text


VII. Bibliography


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<th>15. Course Description (suggested length 20 to 50 words)</th>
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| Introduces health-related human behavior to include coping and adjustment behaviors in acute and chronic illness, and the role that culture and family systems play in response to illness or injury. |

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| Departmental Approval                          |

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<th>17. Mark if course has fees</th>
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<td>Robin Wahto</td>
</tr>
</tbody>
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<th>Initiator (TYPE NAME)</th>
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| Approved |
| Disapproved |

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<th>Dean/Director of School/College</th>
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| Date |

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<th>Undergraduate/Graduate Academic</th>
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| Date |

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<th>Provost or Designee</th>
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| Date |

288
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A150
D. Number of Credits: 2
E. Contact Hours: 2+0
F. Course Title: Psychosocial Aspects of Health Care
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Introduces health-related human behavior to include coping and adjustment behaviors in acute and chronic illness, and the role that culture and family systems play in response to illness or injury.
K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Explain how family history and systems affect the development of worldview, personality and preferences.
   2. Provide common personality types/traits and how they affect human behavior.
   3. Introduce the concept of the ‘sick role’, and how becoming sick or disabled can influence behavior.
   4. Present the grieving process, and discuss factors that either help or hinder the grieving process.
   5. Discuss the relationship between sexuality and disability.
   6. Introduce methods for preparing educational materials for patients and family members.
   7. Introduce the topic of abuse, and identify scenarios which require mandated reporting by the healthcare provider.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
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<tbody>
<tr>
<td>1. Recognize how family history/systems affect worldview, development of personality and preferences.</td>
<td>Written assignments, exams, in class discussions</td>
</tr>
<tr>
<td>2. Recognize common personality types/traits, and understand how they affect behavior.</td>
<td>Written assignments, exams, in class discussions</td>
</tr>
</tbody>
</table>
3. Identify what is gained and what is lost in the process of becoming a patient.

4. Describe how morals and values influence behavior.

5. Assess response to illness and disability.

6. Describe and identify steps in the grieving process.

7. Discuss the relationship between sexuality and illness/disability.

8. Prepare and deliver a presentation on a physical therapy topic suitable for patients or family members.

9. Identify scenarios in which patient or family members are being abused, as well as when and how to report it.

IV. Course Level Justification
This course introduces the physical therapist assistant student to health-related human behavior as it relates to the field of physical therapy.

V. Topical Course Outline
A. The making of a health care provider
B. Personality types
C. Becoming a patient and the “sick role”
   1. Expectations
   2. Rights and responsibilities
   3. Difficult patients
D. Values as determinants of behavior
E. Cultural Competence
F. Defense Mechanisms
G. Burnout
H. Disability
   1. Models of disability
   2. Adjustment to disability
I. Teaching and Learning
J. Death, dying and the grieving process
K. Hospice care
L. Sexuality and disability
M. Abuse and mandated reporting

VI. Suggested Texts

VII. Bibliography


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

1a. School or College
   CH College of Health

1b. Division
   AHLS Division of Health Safety

1c. Department
   Physical Therapist Assistant (pending)

2. Course Prefix
   PTA

3. Course Number
   A195

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   1

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

6. Complete Course Title
   Clinical Practicum I

   Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status No
   # of Repeats
   Max Credits

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

11. Implementation Date
    From: Spring/2014 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
   _____________________________
   Date of Coordination
   _____________________________
   Chair/Coordinator Contacted
   _____________________________

   1.
   _____________________________
   2. _____________________________
   3. _____________________________
   
   Initiator Name (typed): _____________________________
   Initiator Signed Initials: _____________________________
   Date: _____________________________

13b. Coordination Email
    Date: 12-5-12
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: Oct. 26, 2012

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 the Physical Therapist Assistant student an opportunity to observe and participate in a structured clinical setting, under the supervision of a licensed physical therapist or physical therapist assistant. Provides an opportunity for the student to perform tests and interventions, and apply critical thinking skills developed in prior coursework.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
    [PTA A130 and PTA A150] with a minimum grade of C

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

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

16d. 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
    Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

   Initiator (faculty only)
   Robin Wahto
   Initiator (TYPE NAME)
   _____________________________
   Date

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

   Approved ☑ Disapproved ☐
   Undergraduate/Graduate Academic Date

   Approved ☑ Disapproved ☐
   Board Chair Date

   Approved ☑ Disapproved ☐
   Provost or Designee Date
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A195
D. Number of Credits: 1
E. Contact Hours: 0+3
F. Course Title: Clinical Practicum I
G. Grading Basis: P/NP
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Provides the Physical Therapist Assistant student an opportunity to observe and participate in a structured clinical setting, under the supervision of a licensed physical therapist or physical therapist assistant. Provides an opportunity for the student to perform tests and interventions, and apply critical thinking skills developed in prior coursework.
K. Course Prerequisites: [PTA A130 and PTA A150] with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Schedule students at a health care facility for physical therapy experience.
   2. Review policies, clinical performance expectations and documentation.
   3. Ensure students complete required facility and department orientations.
   4. Oversee the students’ clinical performance and task completion.
   5. Obtain feedback on clinical performance of students and preceptors.
   6. Evaluate the student’s performance of required skills completed at the assigned healthcare facility/facilities.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform and practice select PT interventions, tests and measures to include, but not limited to:</td>
<td></td>
</tr>
<tr>
<td>a. Range of motion measurements</td>
<td></td>
</tr>
<tr>
<td>b. Manual muscle testing</td>
<td></td>
</tr>
<tr>
<td>c. Passive range of motion</td>
<td></td>
</tr>
<tr>
<td>d. Functional mobility and gait training</td>
<td></td>
</tr>
<tr>
<td>Physical Therapist Assistant Clinical Performance Instrument assessment tool</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>e.</td>
<td>Therapeutic exercise</td>
</tr>
<tr>
<td>f.</td>
<td>Vital signs</td>
</tr>
<tr>
<td>g.</td>
<td>Heat and/or cold modalities</td>
</tr>
<tr>
<td>2.</td>
<td>Accurately documents the interventions and patient response to them in a SOAP note (Subjective, Objective, Assessment, Plan) or per facility format.</td>
</tr>
<tr>
<td>3.</td>
<td>Identify pertinent (current and past) medical and social issues, precautions and contraindications to physical therapy interventions.</td>
</tr>
<tr>
<td>4.</td>
<td>Identify and practice appropriate ethical and professional behaviors during patient care situations.</td>
</tr>
<tr>
<td>5.</td>
<td>Communicate effectively with patients, family members and colleagues.</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate Beginning Performance to Advanced Beginner Performance levels of performance in the skills and proficiency of PT interventions.</td>
</tr>
</tbody>
</table>

*The Physical Therapist Assistant Clinical Performance Instrument utilizes a rating scale that reflects a continuum of performance ranging from Beginning Performance to Entry-level Performance. In the PTA A195 course, outcomes are assessed at the beginning/advanced beginner level of performance.

IV. Course Level Justification
This course provides an introduction to the clinical setting and an opportunity to observe and practice skills learned during prior coursework.

V. Topical Course Outline
A. Clinical assignment
1. Schedule
2. Clinical instructor(s)
3. Attendance
4. Dress code
B. Facility/department specific orientation
1. Personnel introductions
2. Tour
3. Policies
4. Universal precautions/infection control
5. Safety
6. Equipment
7. Other facility-specific requirements
C. Clinical performance criteria
1. Safety
2. Clinical behaviors, professionalism and ethics
3. Accountability
4. Cultural competence
5. Communication
6. Self-assessment and lifelong learning
7. Clinical problem solving
8. Interventions: Therapeutic exercise
   a. Gait and locomotion training
   b. Strength, power and endurance training
9. Interventions: Therapeutic techniques
   a. Massage
   b. Passive range of motion
   c. Wound cleansing and dressing.
10. Interventions: Physical agents and mechanical modalities
    a. Cryotherapy (e.g., cold pack, ice massage, vapocoolant spray)
    b. Thermotherapy (e.g., dry heat, hot packs, paraffin baths, hydrotherapy)
    c. Ultrasound
    d. Mechanical compression, compression bandaging and garments
    e. Mechanical motion devices (e.g., continuous passive motion - CPM)
    f. Intermittent, positional, and sustained traction devices
11. Interventions: Functional training and application of devices/equipment
    a. Activities of daily living (ADL) training
    b. Assistive devices/equipment
12. Documentation
13. Resource management
14. Associated data collection skills
    a. Anthropometric characteristics
    b. Arousal, attention, and cognition
    c. Assistive & adaptive devices
    d. Body mechanics
    e. Environmental, self-care, and home issues
    f. Gait, locomotion, and balance
    g. Muscle function
    h. Pain
    i. Posture
    j. Range of motion
    k. Sensory response
    l. Vital signs

VI. Suggested Text


VII. Bibliography


Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.


Moini J. *Introduction to Pathology for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Learning; 2012.


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>AHLS Division of Health Safety</td>
<td>Physical Therapist Assistant (pending)</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>PTA</td>
<td>A210</td>
<td>N/A</td>
<td>4</td>
<td>(2+4)</td>
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<table>
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<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td><strong>Therapeutic Exercise</strong></td>
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**Abbreviated Title for Transcript (30 character)**

<table>
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<th>7. Type of Course</th>
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<tr>
<td>☒ Academic</td>
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<th>8. Type of Action:</th>
<th>☒ Add</th>
<th>□ Change</th>
<th>□ Delete</th>
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</table>

**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

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<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>☒ A-F</td>
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<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: Spring/2014</td>
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<tr>
<td>To: /9999</td>
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<th>12. Cross Listed with</th>
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<tbody>
<tr>
<td>□ Stacked with</td>
</tr>
</tbody>
</table>

**Cross-Listed Coordination Signature**

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

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

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<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>3.</td>
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**13b. Coordination Email**

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

<table>
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<tr>
<th>Date: 12-4-12</th>
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**13c. Coordination with Library Liaison**

<table>
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<tr>
<th>Date: Oct. 26, 2012</th>
</tr>
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</table>

**14. General Education Requirement**

Mark appropriate box:

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

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

Introduces exercise as a preventive and treatment mechanism for pathological conditions that influence strength, endurance and flexibility of the human body. Emphasis is placed upon design and application of exercise, developmental sequence of exercise, types of exercise, and the use of exercise equipment. Includes the body’s physiological response to exercise.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**

[PTA A105 and PTA A110] with a minimum grade of C

**16b. Co-requisite(s) (concurrent enrollment required)**

N/A

**16c. Other Restriction(s)**

- College
- Major
- Class
- Level

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

Departmental Approval

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

*Mark if course is a selected topic course*

**19. Justification for Action**

Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

**Initiator Name (typed):** Robin Wahto

**Initiator Signed Initials:** ___________

**Date:** ___________

[Initiator (faculty only)]

<table>
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<tr>
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<th>Disapproved</th>
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**Dean/Director of School/College**

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<tr>
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</table>

**Undergraduate/Graduate Academic**

<table>
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<tr>
<th>Date</th>
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<th>Disapproved</th>
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</table>

**Board Chair**

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<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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</table>

**Provost or Designee**

<table>
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<tr>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
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</table>

**Department Chair**

<table>
<thead>
<tr>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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</thead>
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**College/School Curriculum Committee Chair**

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

**Initiator (TYPE NAME)**

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<tr>
<th>Approved</th>
<th>Disapproved</th>
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297
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A210
D. Number of Credits: 4
E. Contact Hours: 2+4
F. Course Title: Therapeutic Exercise
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Introduces exercise as a preventive and treatment mechanism for pathological conditions that influence strength, endurance and flexibility of the human body. Emphasis is placed upon design and application of exercise, developmental sequence of exercise, types of exercise, and the use of exercise equipment. Includes the body's physiological response to exercise.
K. Course Prerequisites: [PTA A105 and PTA A110] with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals: The instructor will:
   1. Introduce exercise as a therapeutic intervention, for the purposes of improving strength, flexibility, aerobic endurance and/or decreasing pain.
   2. Introduce and demonstrate the use of commonly used exercise equipment.
   3. Explain normal and pathological response to exercise.
   4. Review common strategies for progression of the exercise sequence.
   5. Introduce and demonstrate commonly used exercises for the extremities, spine and trunk.

B. Learning Student Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select exercise interventions to accomplish the plan of care for the purposes of:</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>a. Increasing or decreasing patient muscle tone.</td>
<td></td>
</tr>
<tr>
<td>b. Stretching or strengthening normal and/or pathological muscle.</td>
<td></td>
</tr>
<tr>
<td>c. Improving flexibility.</td>
<td></td>
</tr>
<tr>
<td>d. Improving cardiopulmonary endurance.</td>
<td></td>
</tr>
<tr>
<td>e. Decreasing pain.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Assess patient response to exercise interventions, and modify/progress exercise program as appropriate.</td>
</tr>
<tr>
<td>3.</td>
<td>Document performance of and patient response to activities in the patient’s medical record.</td>
</tr>
<tr>
<td>4.</td>
<td>Recognize when a patient’s response to activities indicates that PT intervention should not be provided.</td>
</tr>
<tr>
<td>5.</td>
<td>Recognize when a patient’s response indicates that the PTA should communicate with the supervising PT before additional intervention is provided.</td>
</tr>
<tr>
<td>6.</td>
<td>Recognize when a patient’s response indicates the need for emergency care.</td>
</tr>
</tbody>
</table>

**IV. Course Level Justification**
This course builds upon knowledge and skills acquired in PTA A105 Tests and Measures and PTA A110 Kinesiology and Biomechanics.

**V. Topical Course Outline**
A. General exercise programs
   1. Terminology
   2. Range of motion
   3. Resistance
   4. Stretching
   5. Aerobic exercise
   6. Equipment
   7. Principles of aquatic exercise
B. Physiologic response to activity
   1. Training
   2. Deconditioning
C. Therapeutic exercise
   1. Normal developmental sequence
   2. Treatment principles
   3. Program analysis
D. Posture and spine
   1. Common deviations
   2. Exercises
E. Upper extremity
   1. Common orthopedic diagnoses
   2. Exercises
F. Lower extremity
   1. Common orthopedic diagnoses
   2. Exercises
VI. Suggested Texts


VII. Bibliography


Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.


# Course Action Request

**University of Alaska Anchorage**

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

## 1. School or College
- CH College of Health

## 2. Course Prefix
- PTA

## 3. Course Number
- A220

## 4. Previous Course Prefix & Number
- N/A

## 5. Credits/CEUs
- 3

## 6. Contact Hours (Lecture + Lab)
- (1.5 + 3)

## 7. Complete Course Title
- Rehabilitation II

## 8. Type of Course
- Academic

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

## 10. Grading Basis
- A-F

## 11. Implementation Date
- From: Spring/2014
- To: /9999

## 12. Cross Listed with

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

## 13b. Coordination Email
- Date: Oct. 26, 2012

## 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
- Introduces the clinical manifestations and common management strategies for diseases/disorders of the neurological, immune, lymphatic, hepatic/biliary, hematologic, gastrointestinal and genitourinary systems, as they pertain to physical therapy interventions.

## 16a. Course Prerequisite(s)
- PTA A120 with a minimum grade of C

## 16b. Co-requisite(s)
- N/A

## 16c. Other Restriction(s)
- Departmental Approval

## 17. Mark if course has fees

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

## 19. Justification for Action
- Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

## 20. Initiator (faculty only)
- Robin Wahto

## 21. Initiator (TYPE NAME)
- Date

## 22. Approved
- Dean/Director of School/College

## 23. Disapproved
- Undergraduate/Graduate Academic

## 24. Date
- Board Chair

## 25. Date
- Provost or Designee
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A220
D. Number of Credits: 3
E. Contact Hours: 1.5+3
F. Course Title: Rehabilitation II
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Presents the clinical manifestations and common management strategies for diseases/disorders of the neurological, immune, lymphatic, hepatic/biliary, hematologic, gastrointestinal and genitourinary systems, as they pertain to physical therapy interventions.
K. Course Prerequisites: PTA A120 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals: The instructor will:
   1. Introduce major diseases and disorders of the neurological, immune, lymphatic, hepatic/biliary, hematologic, gastrointestinal and genitourinary systems.
   2. Present clinical manifestations and common medical and surgical strategies for the prevention and management of pathologies for the diseases and disorders of the neurological, immune, lymphatic, hepatic/biliary, hematologic, gastrointestinal and genitourinary systems.
   3. Introduce physical therapy interventions for the prevention and mitigation of symptoms and functional impairments.
   4. Provide scenarios in which patient presentations indicate a need for a change in treatment plan, notification of the supervising physical therapist, or emergency care.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify clinical presentations of diseases and disorders.</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>2. Select appropriate and safe interventions within the plan of care established by the physical therapist</td>
<td>Written and practical exams</td>
</tr>
</tbody>
</table>
manage symptoms or impairments associated with diseases and disorders.

3. Safely perform and assess patient response to PT interventions for diseases and disorders. Written and practical exams, role playing

4. Be familiar with major medical and surgical interventions for the management of diseases and disorders. Written and practical exams


6. Recognize when a patient’s response indicates that PT intervention should not be provided. Written and practical exams, role playing

7. Recognize when a patient’s response indicates that the PTA should communicate with the supervising PT before additional intervention is provided. Written and practical exams

IV. Course Level Justification

This course builds upon knowledge acquired in MA A104 Essentials of Human Disease and PTA A120 Rehabilitation I.

V. Topical Course Outline: This outline pertains to the clinical manifestations, medical and surgical strategies, and PT interventions for the following human body systems:

A. Diseases/common pathologies of the neurological system
   1. Infectious diseases
   2. Neoplastic diseases
   3. Degenerative diseases
   4. Stroke
   5. Traumatic brain injury
   6. Traumatic spinal cord injury
   7. Cerebral palsy
   8. Seizure disorders
   9. Headache
   10. Vestibular system disorders

B. Diseases/common pathologies of the immune system
   1. Immunodeficiency diseases
   2. Autoimmune diseases
   3. Autoimmune-mediated diseases
   4. Hypersensitivity diseases

C. Diseases/common pathologies of the lymphatic system
   1. Neoplastic diseases
   2. Lymphedema

D. Diseases/common pathologies of the hepatic/biliary system
   1. Inflammatory diseases
   2. Infectious diseases
   3. Neoplastic diseases
   4. Obstructive diseases
E. Diseases/common pathologies of the hematologic system
   1. Erythrocyte diseases
   2. Leukocyte diseases
   3. Platelet diseases
   4. Coagulation disorders

F. Diseases/common pathologies of the gastrointestinal system
   1. Inflammatory diseases
   2. Neoplastic diseases

G. Diseases/common pathologies of the genitourinary system
   1. Reproductive diseases
   2. Renal and bladder diseases
   3. Neoplastic diseases

VI. Suggested Texts


VII. Bibliography


Boissonnault WG. Primary Care of the Physical Therapist: Examination and Triage. 2nd ed. St Louis, MO: Saunders; 2011.


O'Shea RK. *Pediatrics for the Physical Therapist Assistant.* St Louis, MO: Saunders; 2009.


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

1a. School or College
CH College of Health

1b. Division
AHLS Division of Health Safety

1c. Department
Physical Therapist Assistant (pending)

2. Course Prefix
PTA

3. Course Number
A230

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
4

5b. Contact Hours (Lecture + Lab) (2+4)

6. Complete Course Title
Physical Therapy Interventions II
PT Interventions II

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- Prefix ☐
- Credits ☐
- Title ☐
- Grading Basis ☐
- Course Description ☐
- Text Score Prerequisites ☐
- Other Restrictions ☐
- Class ☐ Level ☐ College ☐ Major ☐ Other ☐

- Course Number ☐
- Contact Hours ☐
- Repeat Status ☐
- Cross-Listed/Stacked ☐
- Course Prerequisites ☐
- Co-requisites ☐
- Registration Restrictions ☐

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☑ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2014 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.

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

Initiator Name (typed): _______________ Initiator Signed Initials: __________ Date: __________

13b. Coordination Email Date: 12-12 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: Oct. 26, 2012

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 physical therapy interventions including management of integumentary pathologies, use of physical agents, environmental safety and accessibility evaluations, prosthetics and orthotics, and select manual therapy interventions.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
PTA A130 with a minimum grade of C

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

16c. Other Restriction(s)

☐ College ☐ Major ☐ Class ☐ Level

16d. 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
Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Initiator (faculty only) Date
Robin Wahto

Initiator (TYPE NAME)

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

☑ Approved ☐ Disapproved Undergraduate/Graduate Academic Date

☑ Approved ☐ Disapproved Board Chair Date

☑ Approved ☐ Disapproved Provost or Designee Date
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A230
D. Number of Credits: 4
E. Contact Hours: 2+4
F. Course Title: Physical Therapy Interventions II
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Introduces physical therapy interventions including management of integumentary pathologies, use of physical agents, environmental safety and accessibility evaluations, prosthetics and orthotics, and select manual therapy interventions.
K. Course Prerequisites: PTA A130 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce wound care principles and procedures.
   2. Present and demonstrate physical agents to include electrical stimulation, thermal agents and modalities for the delivery of medications.
   3. Present home and workplace safety and accessibility evaluations to include requirements of the Americans with Disabilities Act and principles of ergonomics.
   4. Introduce types and applications of prosthetic and orthotic devices.
   5. Introduce and demonstrate manual therapy techniques.
   6. Provide scenarios in which patient presentation or response to the above physical therapy intervention indicates a need for a change in treatment plan, notification of the supervising physical therapist (PT), or emergency care.
   7. Provide opportunities for the students to practice performing these assessments and document their findings.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate and apply wound and burn care techniques.</td>
<td>Written and practical exams</td>
</tr>
<tr>
<td>2. Safely perform and assess patient response to Electrotherapeutic modalities.</td>
<td>Written and practical exams</td>
</tr>
</tbody>
</table>
3. Safely perform and assess patient response to thermal modalities. | Written and practical exams
4. Safely perform and assess patient response to modalities for the delivery of medication. | Written and practical exams
5. Safely perform and assess patient response to light therapies. | Written and practical exams
6. Perform and document an evaluation of environmental safety and accessibility. | Written and practical exams
7. Apply and instruct a patient in the use of prosthetic and orthotic devices. | Written and practical exams
8. Safely perform and assess patient response to manual therapy interventions | Written and practical exams
10. Recognize when a patient’s response indicates that PT intervention should not be provided. | Written and practical exams
11. Recognize when a patient’s response indicates that the PTA should communicate with the supervising PT before additional intervention is provided. | Written assignments, exams, in class discussions, practical examinations
12. Recognize when a patient’s response indicates the need for emergency care. | Written assignments, exams, in class discussions, practical examinations

**IV. Course Level Justification**
This course builds on knowledge and skills acquired in PTA A130 Physical Therapy Interventions I and introduces more advanced interventions.

**V. Topical Course Outline**
A. Integumentary system
   1. Wound care
      a. Monitoring skin status
      b. Positioning to prevent pressure
      c. Protective equipment
      d. Dressing application and removal
      e. Topical agents
      f. Edema management
      g. Non-sharp debridement
   2. Wound stages and healing
   3. Burns and grafted tissues

B. Physical Agents
   1. Electrical Stimulation
      a. Electrical muscle stimulation
      b. Electrical stimulation for tissue repair
      c. Functional electrical stimulation
      d. High-voltage pulsed current
      e. Neuromuscular electrical stimulation
f. Transcutaneous electrical nerve stimulation

2. Cryotherapy
   a. Cold packs
   b. Ice massage
   c. Vapocoolant sprays
   d. Hydrotherapy
   e. Cryopressure garments
   f. Contrast baths

3. Thermotherapy
   a. Superficial Heat
      i. Hot packs
      ii. Paraffin baths
      iii. Fluidotherapy
      iv. Hydrotherapy
   b. Deep Heat
      i. Ultrasound
      ii. Diathermy

4. Lasers
5. Infrared Therapy

C. Modalities for the delivery of medication
   1. Iontophoresis
   2. Phonophoresis

D. Assessing the environment for safety and accessibility
   1. Home
   2. Workplace
   3. Community
   4. Americans with Disabilities Act Standards

E. Prosthetics and Orthotics
   1. Commonly used devices
   2. Principles of fitting and alignment
   3. Criteria for selection of components
   4. Instruction in use and maintenance of devices

F. Manual Therapy Interventions
   1. Massage
   2. Soft tissue mobilization
   3. Peripheral joint mobilization
   4. Manual traction

VI. Suggested Text

VII. Bibliography


**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CH College of Health</td>
<td>AHLS Division of Health Safety</td>
<td>Physical Therapist Assistant (pending)</td>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
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<tr>
<td>PTA</td>
<td>A250</td>
<td>N/A</td>
<td>3</td>
<td>(2+2)</td>
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6. Complete Course Title

Neurological Interventions Across the Lifespan
Neuro Interventions - Lifespan

<table>
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<tr>
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<tr>
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7. Type of Course

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

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

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis

☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year

- From: Spring/2014
- To: 9999

12. ☐ Cross Listed with ☒ Stacked with

Cross-Listed Coordination Signature

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

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

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

13b. Coordination Email Date: 12-5-12 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: Oct. 26, 2012

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 fundamentals of growth, development and aging, with implications for physical therapy. Focuses on neurological interventions used throughout the lifespan for individuals with abnormal development, neurological injuries, and neurological disorders.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

N/A

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

N/A

16c. Other Restriction(s)

☐ College ☐ Major ☐ Class ☐ Level

16d. 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

Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

<table>
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<th>Disapproved</th>
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<tr>
<td>Robin Wahto</td>
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<th>Provost or Designee</th>
<th>Date</th>
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</table>
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A250
D. Number of Credits: 3
E. Contact Hours: 2+2
F. Course Title: Neurological Interventions Across the Lifespan
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Introduces fundamentals of growth, development and aging, with implications for physical therapy. Focuses on neurological interventions used throughout the lifespan for individuals with abnormal development, neurological injuries, and neurological disorders.
K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Review normal physical and cognitive milestones of development throughout the lifespan as it pertains to physical therapy.
   2. Introduce indicators of and common symptoms associated with abnormal/delayed development, spinal cord injury, cerebral vascular accident (CVA), traumatic brain injury (TBI) and other select neurological pathologies.
   3. Introduce philosophical and treatment principles for Neurodevelopmental Treatment (NDT) and Proprioceptive Neuromuscular Facilitation (PNF).
   4. Introduce and demonstrate physical therapy (PT) interventions based on NDT or PNF treatment principles.
   5. Provide opportunities for the students to practice interventions.

B. Learning Student Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Learning Student Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and identify normal and abnormal physical and cognitive milestones for:</td>
<td>Written exams, Case presentations</td>
</tr>
<tr>
<td>a. Infants</td>
<td></td>
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<td>b. Children</td>
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<tr>
<td>c. Adolescents</td>
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<td>d. Adults</td>
<td></td>
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<tr>
<td>e. Older adults.</td>
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</tbody>
</table>
2. Describe and identify indicators of and common symptoms associated with abnormal/delayed development.  
   Written exams, Case presentations

3. Describe and identify indicators of and common symptoms associated with:  
   a. Spinal cord injury  
   b. Cerebrovascular accident  
   c. Traumatic brain injury  
   d. Other select neurological disorders.  
   Written exams Case presentations

4. Demonstrate an understanding of the foundational philosophical and treatment principles for NDT and PNF.  
   Written and practical exams, Case presentations

5. Select, demonstrate and document NDT and PNF treatment interventions.  
   Written and practical exams, Case presentations

6. Recognize when clinical presentation indicates that PT intervention should not be provided for individuals with neurological pathologies.  
   Written and practical exams, Case presentations

7. Recognize when clinical presentation indicates that the PTA should communicate with the supervising PT before intervention is provided.  
   Written and practical exams, Case presentations

8. Recognize when clinical presentation of neurological patients indicates the need for emergency care.  
   Written and practical exams, Case presentations

IV. **Course Level Justification**  
This course introduces implications for physical therapy intervention principles applied to developmental processes from gestation to aging.

V. **Topical Course Outline**  
A. Growth and development  
   1. Prenatal development and infancy  
      a. Developmental milestones  
      b. Newborn reflexes  
      c. Common pathologies associated with this stage  
   2. Childhood  
      a. Growth  
      b. Developmental milestones  
      c. Common pathologies associated with this stage  
   3. Adolescence  
      a. Growth  
      b. Development  
      c. Common pathologies associated with this stage  
   4. Adulthood  
      a. Physical and cognitive changes  
      b. Common pathologies associated with this stage  
   5. Aging and Senescence  
      a. Physical and cognitive changes  
      b. Common pathologies associated with this stage
B. Interventions for neurological disorders
   1. The role of the PTA in rehabilitation of neurological disorders
   2. Pediatric neurorehabilitation
      a. Cerebral palsy
      b. Spina bifida
      c. Genetic disorders
   3. Adult neurorehabilitation
      a. Spinal cord injury
      b. Cerebrovascular accident (CVA)
      c. Traumatic brain injury (TBI)
      d. Other neurological disorders

C. Neurodevelopmental treatment (NDT)
   1. NDT Philosophy
   2. Role of the physical therapist and physical therapist assistant
   3. Treatment considerations
      a. Normal automatic postural reactions
      b. Abnormal postural reflex activity
      c. Evaluation of motor activity for treatment planning

D. Proprioceptive Neuromuscular Facilitation (PNF)
   1. Underlying principles
      a. After discharge
      b. Temporal summation
      c. Spatial summation
      d. Irradiation
      e. Successive induction
      f. Reciprocal Innervation
   2. Role of the physical therapist and physical therapist assistant
   3. Treatment considerations
      a. Basic procedures
         i. Manual contact
         ii. Commands and communication
         iii. Stretch
         iv. Traction and approximation
         v. Maximal resistance
         vi. Timing
      b. Specific techniques
         i. Agonists
            a) Repeated contractions
            b) Hold-relax-active motion
            c) Rhythmic initiation
         ii. Reversal of antagonists
            a) Slow reversal, slow reversal-hold
            b) Rhythmic stabilization
            c) Quick reversal
         iii. Relaxation
            a) Contract-relax
            b) Hold-relax
            c) Slow reversal-hold-relax
            d) Rhythmic rotation
VI. **Suggested Texts**

Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012

VII. **Bibliography**


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

1a. School or College
CH College of Health

1b. Division
AHLS Division of Health Safety

1c. Department
Physical Therapist Assistant (pending)

2. Course Prefix
PTA

3. Course Number
A292

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
2

5b. Contact Hours
(Lecture + Lab)
(2+0)

6. Complete Course Title
Physical Therapist Assistant Seminar
PTA Seminar

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

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

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

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Spring/2014 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.

Initiator Name (typed): __________
Initiator Signed Initials: ________
Date: ________

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

13c. Coordination with Library Liaison
Date: Oct. 26, 2012

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)
Prepares the student for transition into the workforce. Includes discussion of the national PTA exam, employment, Alaska practice act, professional development, employment opportunities and community service. Presents challenges and opportunities involved with providing physical therapy in the state of Alaska.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
PTA A195 with a grade of P

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

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

16d. 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
Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Initiator (faculty only)
Robin Wahto
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved
Provost or Designee Date
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A292
D. Number of Credits: 2
E. Contact Hours: 2+0
F. Course Title: Physical Therapist Assistant Seminar
G. Grading Basis: A-F
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Prepares the student for transition into the workforce. Includes discussion of the national PTA exam, employment, Alaska practice act, professional development, employment opportunities and community service. Presents challenges and opportunities involved with providing physical therapy in the state of Alaska.
K. Course Prerequisites: PTA A195 with a grade of P
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Provide information regarding the Physical Therapist Assistant (PTA) practice examination opportunities and application for the PTA licensure exam.
2. Present employment options and opportunities to include employment settings and benefits.
3. Present opportunities for PTAs in administrative roles.
4. Explain steps in preparing a professional resume.
5. Explain the steps involved in a successful professional job interview.
6. Explain the steps involved in submitting an application for a license to practice as a PTA.
7. Discuss the value of and opportunities for ongoing professional development after licensure.
8. Discuss the challenges and opportunities involved with providing physical therapy (PT) in the state of Alaska.
B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate readiness for taking the national PTA licensure exam.</td>
<td>Written exam to include practice tests for license exam.</td>
</tr>
<tr>
<td>2. Discuss various employment opportunities for PTAs to include various settings, common employee benefits.</td>
<td>Written exam</td>
</tr>
<tr>
<td>3. Identify and discuss the opportunities for PTAs in administrative roles.</td>
<td>Written exam Case presentations</td>
</tr>
<tr>
<td>4. Prepare a professional resume.</td>
<td>Written exam Project: resume preparation</td>
</tr>
<tr>
<td>5. Discuss and demonstrate strategies for a successful job interview.</td>
<td>Written exam Mock interview</td>
</tr>
<tr>
<td>6. Understand the steps involved in submitting an application for a license to practice as a PTA.</td>
<td>Written exam</td>
</tr>
<tr>
<td>7. Identify various opportunities for ongoing professional development.</td>
<td>Written exam</td>
</tr>
<tr>
<td>8. Recognize the challenges and opportunities involved with providing PT in the state of Alaska.</td>
<td>Written Exam</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course builds on skills and knowledge gained in previous coursework, and provides an opportunity for reflection and self-assessment as students prepare for employment as an entry-level Physical Therapist Assistant.

V. Topical Course Outline
A. PTA examination application process
B. Employment opportunities
   1. Settings
   2. Benefits
   3. The role of the PTA in administration
   4. Resume preparation
   5. Interview strategies
C. Licensure application process
D. Professional development
   1. Professional associations- Standards for Ethical Conduct of the PTA
   2. Volunteer/service opportunities
   3. Continuing competence
E. Challenges and opportunities involved with providing physical therapy in the state of Alaska
   1. Demographics
   2. Healthcare delivery systems
   3. Telemedicine
   4. Practicing as a generalist
      a. Adaptability
      b. Multiple roles
   5. Limited resources in a rural environment
   6. Challenges of small communities
VI. Suggested Text


VII. Bibliography

Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.


Moini J. *Introduction to Pathology for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Learning; 2012.


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

1a. School or College
CH College of Health

1b. Division
AHLS Division of Health Safety

1c. Department
Physical Therapist Assistant (pending)

2. Course Prefix
PTA

3. Course Number
A295

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
5

5b. Contact Hours
(Lecture + Lab) (0+15)

6. Complete Course Title
Clinical Practicum II

Abbreviated Title for Transcript (30 characters)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☐ A-F ☒ P/NP ☐ NG

11. Implementation Date
semester/year
From: Spring/2014 To: 9999

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

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

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

<table>
<thead>
<tr>
<th>Implemented Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13b. Coordination Email Date: 12-5-12
submitted to Faculty Listserv: (uu-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: Oct. 26, 2012

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 continued supervised physical therapy experience in a healthcare setting.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
PTA A195 with a grade of P

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

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

16d. 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
Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Initiator (faculty only)
Robin Wahto
Initiator (TYPE NAME)

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

☑ Approved ☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☑ Approved ☐ Disapproved
Provost or Designee Date
I. Date of Initiation: Fall 2012

II. Curriculum Action Request

A. School: College of Health
B. Course Subject: PTA
C. Course Number: A295A
D. Number of Credits: 5
E. Contact Hours: 0+15
F. Course Title: Clinical Practicum II
G. Grading Basis: P/NP
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Provides continued supervised physical therapy experience in a healthcare setting.
K. Course Prerequisites: PTA A195 with a grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Schedule students at a health care facility for physical therapy experience.
   2. Review policies, clinical performance expectations and documentation.
   3. Ensure students complete required facility and department orientations.
   4. Oversee the students’ clinical performance and task completion.
   5. Obtain feedback on clinical performance of students and preceptors.
   6. Evaluate the student’s performance of required skills completed at the assigned healthcare facility/facilities.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform and practice select PT interventions, tests and measures.</td>
<td>Physical Therapist Assistant Clinical Performance Instrument assessment tool</td>
</tr>
<tr>
<td>2. Accurately document the interventions and patient response to them in a SOAP note (Subjective, Objective, Assessment, Plan) or per facility format.</td>
<td>Physical Therapist Assistant Clinical Performance Instrument assessment tool</td>
</tr>
<tr>
<td>3. Identify pertinent (current and past) medical and social issues, precautions and contraindications to physical therapy interventions.</td>
<td>Physical Therapist Assistant Clinical Performance Instrument assessment tool</td>
</tr>
</tbody>
</table>
4. Identify and practice appropriate ethical and professional behaviors during patient care situations.

5. Communicate effectively with patients, family members, and colleagues.

6. Demonstrate Intermediate to Advanced Intermediate levels of performance in the skills and proficiency of PT interventions.

*The Physical Therapist Assistant Clinical Performance Instrument utilizes a rating scale that reflects a continuum of performance ranging from Beginning Performance to Entry-level Performance. In the PTA A295A course, outcomes are assessed at the intermediate/advanced intermediate level of performance.

IV. Course Level Justification

This course builds on skills and knowledge acquired in previous completed 100-level and 200-level PTA courses. It provides students with the opportunity to perform PT interventions under supervision and begin to assume responsibility for their own patient caseload.

V. Topical Course Outline

A. Clinical assignment
   1. Schedule
   2. Clinical instructor(s)
   3. Attendance
   4. Dress code

B. Facility/department specific orientation
   1. Personnel introductions
   2. Tour
   3. Policies
   4. Universal precautions/infection control
   5. Safety
   6. Equipment
   7. Other facility-specific requirements

C. Clinical performance criteria
   1. Safety
   2. Clinical behaviors
   3. Accountability
   4. Cultural competence
   5. Communication
   6. Self-Assessment and lifelong learning
   7. Clinical problem solving
   8. Interventions: Therapeutic exercise
      a. Aerobic capacity/endurance conditioning/reconditioning
      b. Balance, coordination, and agility training
      c. Body mechanics and postural stabilization
      d. Flexibility exercises
      e. Gait and locomotion training
      f. Neuromotor development training
      g. Relaxation
      h. Strength, power, and endurance training
9. Interventions: Therapeutic techniques
   a. Manual therapy techniques
      i. Massage – connective tissue and therapeutic
      ii. Passive range of motion
      iii. Breathing Strategies/Oxygenation Including
      iv. Integumentary Repair/Protection Including
   b. Interventions: Physical Agents and Mechanical Modalities
      i. Cryotherapy (e.g., cold pack, ice massage, vapocoolant spray)
      ii. Thermotherapy (e.g., dry heat, hot packs, paraffin bath, hydrotherapy)
      iii. Ultrasound
      iv. Mechanical compression, compression bandaging and garments
      v. Mechanical motion devices (e.g., CPM)
      vi. Intermittent, positional, and sustained traction devices

10. Interventions: Electrotherapeutic Modalities
    a. Biofeedback
    b. Iontophoresis
    c. Electrical stimulation for muscle strengthening
    d. Electrical stimulation for tissue repair
    e. Electrical stimulation for pain management

    a. ADL training
       i. Transfers
       ii. Bed mobility
       iii. Device and equipment use and training
       iv. Injury prevention or reduction
    b. Application/Adjustment of Devices/Equipment
       i. Adaptive devices
       ii. Assistive devices
       iii. Orthotic devices
       iv. Prosthetic devices
       v. Protective devices
       vi. Supportive devices

12. Documentation
13. Resource Management
14. Associated Data Collection Skills
    a. Anthropometric characteristics
    b. Arousal, attention, and cognition
    c. Assistive & Adaptive devices
    d. Body mechanics
    e. Environmental, self-care, and home issues
    f. Gait, locomotion, and balance
    g. Muscle function
    h. Neuromotor function
    i. Pain
    j. Posture
    k. Range of motion
    l. Sensory response
    m. Vital signs
VI. Suggested Text


VII. Bibliography


Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.


Moini J. *Introduction to Pathology for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Learning; 2012.


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

1a. School or College
CH College of Health

1b. Division
AHLS Division of Health Safety

1c. Department
Physical Therapist Assistant (pending)

2. Course Prefix
PTA

3. Course Number
A295B

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
5

5b. Contact Hours (Lecture + Lab)
(0+15)

6. Complete Course Title
Clinical Practicum III

Abbreviated Title for Transcript (30 character)

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

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

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

10. Grading Basis ☐ A-F ☑ P/NP ☐ NG

11. Implementation Date
From: Spring/2014 To: /9999

12. Cross Listed with ☐ Stacked with

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

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

13c. Coordination with Library Liaison
Date: Oct. 26, 2012

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 continued supervised physical therapy experience in a healthcare setting.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
PTA A295A with a grade of P

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

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

16d. 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
Currently there are no Physical Therapist Assistant programs in the state of Alaska. This program is being developed in response to the need for a program in the state. The curriculum is based on requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Initiator Name (typed): Robin Wahto
Initiator Signed Initials: _____
Date: __________

Initiator (faculty only) ☑ Approved ☐ Disapproved
Dean/Director of School/College ☑ Approved ☐ Disapproved
Date

Department Chair ☑ Approved ☐ Disapproved
Date

Undergraduate/Graduate Academic ☑ Approved ☐ Disapproved
Board Chair ☑ Approved ☐ Disapproved
Date

College/School Curriculum Committee Chair ☑ Approved ☐ Disapproved
Provost or Designee ☑ Approved ☐ Disapproved
Date
I. Date of Initiation: Fall 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: PTA
C. Course Number: A295B
D. Number of Credits: 5
E. Contact Hours: 0+15
F. Course Title: Clinical Practicum III
G. Grading Basis: P/NP
H. Implementation Date: Spring 2014
I. Cross-listed/Stacked: N/A
J. Course Description: Provides continued supervised physical therapy experience in a healthcare setting.
K. Course Prerequisites: PTA A295A with a grade of P
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Departmental Approval
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Schedule students at a health care facility for physical therapy experience.
   2. Review policies, clinical performance expectations and documentation.
   3. Ensure students complete required facility and department orientations.
   4. Oversee the students’ clinical performance and task completion.
   5. Obtain feedback on clinical performance of students and preceptors.
   6. Evaluate the student’s performance of required skills completed at the assigned healthcare facility/facilities.

B. Student Learning Outcomes and Assessment Measures

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<td>2. Accurately documents the interventions and patient response to them in a SOAP note (Subjective, Objective, Assessment, Plan) or per facility format.</td>
<td>Physical Therapist Assistant Clinical Performance Instrument assessment tool</td>
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<tr>
<td>3. Identify pertinent (current and past) medical and social issues, precautions and contraindications to physical therapy interventions.</td>
<td>Physical Therapist Assistant Clinical Performance Instrument assessment tool</td>
</tr>
</tbody>
</table>
4. Identify and practice appropriate ethical and professional behaviors during patient care.

5. Communicate effectively with patients, family members, and colleagues.

6. Demonstrate Entry-Level skills and proficiency in the performance of PT interventions.

*The Physical Therapist Assistant Clinical Performance Instrument utilizes a rating scale that reflects a continuum of performance ranging from Beginning Performance to Entry-level Performance. In the PTA A295B course, outcomes are assessed at the entry-level competency level.

IV. Course Level Justification
This final clinical experience provides students with the opportunity to perform PT interventions under supervision while taking responsibility for their own patient caseload.

V. Topical Course Outline
A. Clinical assignment
   1. Schedule
   2. Clinical instructor(s)
   3. Attendance
   4. Dress code

B. Facility/department specific orientation
   1. Personnel introductions
   2. Tour
   3. Policies
   4. Universal precautions/infection control
   5. Safety
   6. Equipment
   7. Other facility-specific requirements

C. Clinical performance criteria
   1. Safety
   2. Clinical behaviors
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   7. Clinical problem solving
   8. Interventions: Therapeutic exercise
      a. Aerobic capacity/endurance conditioning/reconditioning
      b. Balance, coordination, and agility training
      c. Body mechanics and postural stabilization
      d. Flexibility exercises
      e. Gait and locomotion training
      f. Neuromotor development training
      g. Relaxation
      h. Strength, power, and endurance training
   9. Interventions: Therapeutic Techniques
      a. Manual Therapy Techniques Including:
i. Massage – connective tissue and therapeutic
ii. Passive range of motion
iii. Breathing strategies/oxygenation
iv. Integumentary repair/protection

b. Interventions: Physical agents and mechanical modalities
   i. Cryotherapy (e.g., cold pack, ice massage, vapocoolant spray)
   ii. Thermotherapy (e.g., dry heat, hot packs, paraffin bath, hydrotherapy)
   iii. Ultrasound
   iv. Mechanical compression, compression bandaging and garments
   v. Mechanical motion devices (e.g., continuous passive motion - CPM)
   vi. Intermittent, positional, and sustained traction devices

10. Interventions: Electrotherapeutic modalities
   a. Biofeedback
   b. Iontophoresis
   c. Electrical stimulation for muscle strengthening
   d. Electrical stimulation for tissue repair
   e. Electrical stimulation for pain management

11. Interventions: Functional training and application of devices/equipment
   a. Activities of daily living (ADL) training
      i. Transfers
      ii. Bed mobility
      iii. Device and equipment use and training
      iv. Injury prevention or reduction
   b. Application/adjustment of devices/equipment
      i. Adaptive devices
      ii. Assistive devices
      iii. Orthotic devices
      iv. Prosthetic devices
      v. Protective devices
      vi. Supportive devices

12. Documentation
13. Resource management
14. Associated data collection skills
   a. Anthropometric characteristics
   b. Arousal, attention, and cognition
   c. Assistive & adaptive devices
   d. Body mechanics
   e. Environmental, self-care, and home issues
   f. Gait, locomotion, and balance
   g. Muscle function
   h. Neuromotor function
   i. Pain
   j. Posture
   k. Range of motion
   l. Sensory response
   m. Vital signs

VI. Suggested Text

VII. Bibliography


Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.


Moini J. *Introduction to Pathology for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Learning; 2012.


MEMORANDUM

To: College of Health Curriculum Committee  
UAA Undergraduate Academic Board

From: Robin Wahto  
Allied Health

Date: November 19, 2012

Re: Proposal for Associate of Applied Science, Physical Therapist Assistant

Attached is a PAR form requesting a new AAS degree in Physical Therapist Assistant, along with 14 CARs and CCGs for the new proposed PTA degree, along with proposed catalog copy. The university has received funding to develop this program which will be housed within the School of Allied Health.

There currently are no Physical Therapist Assistant (PTA) programs in the state of Alaska. In order to work in the state of Alaska as a PTA, an individual must be licensed through the Alaska Occupational Licensing Board. To become licensed the individual must graduate from a program that has been approved by the Commission on Accreditation for Physical Therapy Education (CAPTE). The curriculum for this program is based on the criteria established by CAPTE. The program requires one-year full-time enrollment to complete prerequisite coursework, and 3 semesters of full-time enrollment in PTA courses.
1a. School or College
   CH College of Health

1b. Department
   Physical Therapist Assistant (pending)

2. Complete Program Title/Prefix
   Associate of Applied Science, Physical Therapist Assistant

3. Type of Program
   Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Associate of Applied Science
   This program is a Gainful Employment Program: □ Yes or □ No

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

5. Implementation Date (semester/year)
   From: SP/2014 To: /9999

6a. Coordination with Affected Units
   Department, School, or College: HPER, Biol, Engl, Comm, MA, Psych
   Initiator Name (typed): Robin Wahto
   Initiator Signed Initials: _________
   Date: __________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 11-20-12

6c. Coordination with Library Liaison
   Date: 10/29/12

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

8. Justification for Action
   In response to a need in the State of Alaska for a Physical Therapist Assistant (PTA) program, the university has received funding and is currently developing curriculum for an AAS degree in Physical Therapist Assistant.

Initiator (faculty only)
Robin Wahto
Initiator (TYPE NAME)

Approved
Disapproved
Date
Dean/Director of School/College
Date

Approved
Disapproved
Date
Undergraduate/Graduate Academic Board Chair
Date

Approved
Date
Provost or Designee
Date
ASSOCIATE OF APPLIED SCIENCE, PHYSICAL THERAPIST ASSISTANT

Description and Student Learning Outcomes

Physical therapy assistants (PTAs) provide physical therapy services under the direction and supervision of a physical therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives.

Some of the care provided by a PTA may include teaching patients or clients exercises for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation. PTAs also observe the patient’s abilities and report their observations to the physical therapist. Unlike a physical therapist, the PTA cannot evaluate a patient, update a plan of care, or discharge a patient.

Generally, physical therapy assistants are employed wherever physical therapists work. Hospitals, rehabilitation centers, nursing homes, home and public health agencies, schools, private physical therapy practices, and the armed forces are major employers. (A statement regarding accreditation may be added here in the future.)

At the completion of the Physical Therapist Assistant program, students are able to:

1. Exhibit professional behavior in their role as responsible physical therapist assistants, adhering to appropriate ethical, legal, and regulatory standards.
2. Engage in evidence-based practice, responding to the dynamics of a changing healthcare system.
3. Integrate the principles of the physical, biological and behavioral sciences with the clinical practice of physical therapy.
4. Communicate effectively and sensitively with patients, families and other members of the health care team.
5. Commit to a lifelong process of self-improvement and learning.

Admissions Requirements

See Associate’s Degree Admissions Requirements in Chapter 7, Academic Standards and Regulations.

Students will be admitted to UAA Physical Therapist Assistant program as a pre-major. Prior to being admitted as a full major, the student must complete the following additional requirements:

1. Student must meet with the UAA Physical Therapist Assistant program advisor regarding application and program admission requirements prior to application deadline.

2. Provide documentation, from official transcripts, successful completion of the following courses with a minimum grade of C:

   - BIOL A111/L Human Anatomy and Physiology I with Laboratory 4
   - BIOL A112/L Human Anatomy and Physiology II with Laboratory 4
   - One of the following:
     - COMM A111 Fundamentals of Oral Communications (3)
     - COMM A235 Small Group Communication (3)
     - COMM A237 Interpersonal Communication (3)
     - COMM A241 Public Speaking (3)
   - ENGL A111 Methods of Written Communications 3
   - MA A101 Medical Terminology 3
   - MA A104 Essentials of Human Disease 3
One of the following

PSYCH A111 General Psychology (3)
or
PSYCH A150 Lifespan Development (3) recommended

3. Complete the Physical Therapist Assistant program application process.
5. Provide evidence of current immunizations as required by the department.
6. Once admitted, and prior to the program start, submit to a national-level criminal background check.

Advising

Special admission and application procedure requirements apply. Interested students should contact the Physical Therapist Assistant department for selection criteria. Completion of admission requirements does not guarantee acceptance into the program. Due to the risks associated with working in a healthcare setting, students are required to have health insurance. Health insurance is available for purchase through the UAA Student Health and Counseling Center.

Graduation Requirements

A. General University Requirements

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

B. Associate of Applied Science Degree Requirements

Complete the Associate of Applied Science degree requirements in oral and written communications (9 credits) as outlined at the beginning of this chapter. In the Physical Therapist Assistant program, the General Course Requirement (6 credits) is fulfilled by completing BIOL 111 and BIOL 112.

C. Major Degree Requirements

1. Complete the following courses with a minimum grade of C or Pass:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I with laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II with laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PTA A101</td>
<td>Fundamentals of Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PTA A105</td>
<td>Tests and Measures</td>
<td>3</td>
</tr>
<tr>
<td>PTA A110</td>
<td>Kinesiology and Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PTA A120</td>
<td>Rehabilitation I</td>
<td>3</td>
</tr>
<tr>
<td>PTA A130</td>
<td>Physical Therapy Interventions I</td>
<td>4</td>
</tr>
<tr>
<td>PTA A150</td>
<td>Psychosocial Aspects of Health Care</td>
<td>2</td>
</tr>
<tr>
<td>PTA A195</td>
<td>Clinical Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>PTA A210</td>
<td>Therapeutic Exercise</td>
<td>4</td>
</tr>
<tr>
<td>PTA A220</td>
<td>Rehabilitation II</td>
<td>3</td>
</tr>
<tr>
<td>PTA A230</td>
<td>Physical Therapy Interventions II</td>
<td>4</td>
</tr>
<tr>
<td>PTA A250</td>
<td>Neurological Interventions Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>PTA A292</td>
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2. A total of 61 credits is required for the degree.
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<td>ACCT</td>
<td>A101</td>
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<td>(3+0)</td>
</tr>
</tbody>
</table>

- **Initiator:** (Lynn Koshiyama)
- **Initiator Signed Initials:** _________

#### 6. Complete Course Title

**Principles of Financial Accounting I**

**Principles of Financial Acct I**

- Abbreviated Title for Transcript (30 character): ____________

#### 7. Type of Course

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

#### 8. Type of Action:

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Other Update CCG (please specify)

#### 9. Repeat Status No:

- [ ] # of Repeats
- [ ] Max Credits

#### 10. Grading Basis

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

#### 11. Implementation Date

- **Semester/year:** Fall/2013
- **From:** /2013
- **To:** /9999

#### 12. Cross Listed with

- [ ] Stacked

#### 13a. Impacted Courses or Programs:

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

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

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<tr>
<th>Impacted Program/Course</th>
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- **Initiator Name (typed):** Lynn Koshiyama
- **Initiator Signed Initials:** _________
- **Date:** __________

- **Coordination Email:** (uaa-faculty@lists.uaa.alaska.edu)

- **Date:** 11/26/2012

- **Coordination with Library Liaison Date:** 11/26/2012

- **Mark appropriate box:**
  - [ ] Oral Communication
  - [ ] Written Communication
  - [ ] Social Sciences
  - [ ] Natural Sciences
  - [ ] Integrative Capstone

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

First semester introductory financial accounting. Emphasizes procedures for recording, analyzing, and summarizing accounting transactions. Includes discussion of the following asset categories: cash, accounts receivable, and inventory. Taught from the perspective of the accountant or bookkeeper who is responsible for recording accounting transactions. Special Note: ACCT A101 and ACCT A102 will satisfy requirement for ACCT A201. AAS Accounting majors must take ACCT A101 and ACCT A102.

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

  MATH A055 with a minimum grade of C

- **Test Score(s):**

  N/A

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

  UAA approved mathematics placement test scores may be used in lieu of prerequisite.

- **Mark if course has fees:**

  Standard CBPP computer lab fee

- **Mark if course is a selected topic course:**

1. **Course Action Request:**

   Changed prerequisites and registration restrictions. Updated course outline, instructional goals, student outcomes, and bibliography.

- **Initiator (faculty only):** Lynn Koshiyama
- **Initiator (TYPE NAME):** 

- **Date:** __________

- **Dean/Director of School/College:** Approved
- **Date:** __________

- **Undergraduate/Graduate Academic Dean:** Approved
- **Date:** __________

- **Board Chairperson:** Approved
- **Date:** __________

- **Provost or Designee:** Approved
- **Date:** __________

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

I.  Date Initiated  
     August 31, 2012

II.  Course Information  

College/School:  
     College of Business and Public Policy

Department:  
     Accounting

Program:  

Course Title:  
     Principles of Financial Accounting I

Course Number:  
     ACCT A101

Credits:  
     3

Contact Hours:  
     3 per week x 15 weeks = 45 hours
     0 lab hours
     6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours

Grading Basis:  
     A – F

Course Description:  
     First semester introductory financial accounting. Emphasizes procedures for recording, analyzing, and summarizing accounting transactions. Includes discussion of the following asset categories: cash, accounts receivable, and inventory. Taught from the perspective of the accountant or bookkeeper who is responsible for recording accounting transactions. Special Note: ACCT A101 and ACCT A102 will satisfy requirement for ACCT A201. AAS Accounting majors must take ACCT A101 and ACCT A102.

Course Prerequisites:  
     MATH A055 with a minimum grade of “C”

Registration Restrictions:  
     UAA approved mathematics placement test scores may be used in lieu of prerequisite.

Fees:  
     Standard CBPP computer lab fee

III.  Course Activities  

A.  Discussion and lecture augmented by in-class group exercise

B.  Multimedia and Internet-based presentations

C.  Completion of end-of-chapter homework assignments
D. Completion of a manual, forms-based practice set, stressing the use of special journals, and the accounting cycle
E. Review of published annual reports to illustrate form and content of financial statements

IV. Course Level Justification
This is an introductory-level class that provides the foundation for more advance studies in financial accounting and reporting; and also provides a basis for the study of managerial accounting.

V. Outline
A. Introduction to Accounting
   1. Overview of accounting
   2. Accounting applications and its users
   3. Employment opportunities in accounting
   4. Types of business organizations
   5. Introduction to financial statements
   6. Introduction to financial statement elements: assets, liabilities, owner’s equity, revenues, and expenses
   7. Introduction to Generally Accepted Accounting Principles and the accountant’s ethical responsibilities to third party users
   8. Introduction to International Financial Reporting Standards (IFRS)
   9. Introduction to Sarbanes-Oxley Act

B. The Accounting Cycle
   1. Debits and credits
   2. Double entry accounting system
   3. Cash vs. accrual accounting concepts
   4. Use of journals and ledgers
   5. The accounting cycle
   6. Use of a worksheet
   7. Prepare and use a trial balance
   8. Period end adjusting and closing entry process
   9. Preparation of financial statements

C. Analyzing and Recording Merchandising Transactions (Inventory and Cost of Goods Sold)
   1. Calculating cost of goods sold
   2. Periodic and perpetual inventory systems
   3. Internal control procedures
   4. Determining inventory quantities
   5. Effect of errors in inventory
   6. Lower of cost or market valuation
   7. Reporting requirements
   8. Introduction to classified balance sheets
9. Introduction to multiple-step income statements

D. Accounting Information Systems
   1. Special Journals
   2. Advantages and uses
   3. Recording and posting process
   4. Subsidiary ledgers
   5. Computerized application

E. Cash and Internal Control
   1. Purpose of internal control
   2. Characteristics of internal control
   3. Internal control procedures
   4. Petty cash accounting
   5. Bank reconciliations
   6. Cash equivalents
   7. Reporting requirements

F. Accounting for Receivables
   1. Internal control procedures
   2. Valuing receivables
   3. Accounting for bad debts using the Allowance Method
   4. Disposing of receivables
   5. Accounting of credit card transactions
   6. Computing interest
   7. Reporting requirements

VI. Suggested Text


VII. Bibliography


*Classic

**Instructional Goals and Student Learning Outcomes**

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

1. Discuss the various employment opportunities in accounting.

2. Discuss the basic concepts and principles supporting the accrual basis in accounting.

3. Discuss the basic financial statements.

4. Present the fundamental accounting equation as used in the analysis and recording of business transactions.

5. Discuss the double-entry accounting system.

6. Emphasize the importance of account analysis, the adjustment process, and end of period accounting processes and procedures.

7. Discuss internal control processes and procedures.
8. Discuss the importance of ethics in the business environment.

9. Discuss the accounting requirements for a service entity and a merchandising concern.

10. Discuss basic accounting principles and methods used in accounting for assets including cash, inventory, and receivables.

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes. Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify various employment opportunities in accounting.</td>
<td>Homework</td>
</tr>
<tr>
<td>2. Identify and describe basic accounting concepts, methods, and principles.</td>
<td>In-class exercises, homework, quizzes, and exams</td>
</tr>
<tr>
<td>3. Understand the effect of business transactions on the fundamental accounting equation using the double entry accounting system for both service and merchandising entities.</td>
<td>In-class exercises, homework, quizzes, and exams</td>
</tr>
<tr>
<td>4. Identify, analyze, and record business transactions using the accrual basis of accounting.</td>
<td>In-class exercises, homework, quizzes, exams, and manual practice set</td>
</tr>
<tr>
<td>5. Analyze account balances and prepare end of period adjusting and closing entries.</td>
<td>In-class exercises, homework, quizzes, exams, and manual practice set</td>
</tr>
<tr>
<td>6. Complete a worksheet.</td>
<td>In-class exercises, homework, quizzes, exams, and manual practice set</td>
</tr>
<tr>
<td>8. Identify, analyze, and record merchandising transactions, including the calculation of cost of goods sold and gross profit.</td>
<td>In-class exercises, homework, quizzes, exams, and manual practice set</td>
</tr>
<tr>
<td>9. Record transactions using special journals and subsidiary ledgers.</td>
<td>In-class exercises, homework, quizzes, exams, and manual practice set</td>
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<tr>
<td>10. Discuss the importance of ethics in the business environment.</td>
<td>In-class exercises</td>
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# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>ACCT</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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## 6. Complete Course Title

**Principles of Financial Accounting II**

**Principles of Fin Acct II**

Abbreviated Title for Transcript (30 character)

## 7. Type of Course

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

## 8. Type of Action:

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Other Update CCG (please specify)

### 9. Repeat Status No

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<th>Max Credits</th>
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### 10. Grading Basis

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

### 11. Implementation Date

- Semester/year: Fall/2013
- From: /9999

### 12. Cross Listed with

- [ ] Stacked with
  - Cross-Listed Coordination Signature

## 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

### Impacted Program/Course

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Initiator Name (typed): Lynn Koshiyama

Initiator Signed Initials: _________ Date: ____________

## 13b. Coordination Email

Date: 11/26/2012

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

## 13c. Coordination with Library Liaison

Date: 11/26/2012

## 14. General Education Requirement

Mark appropriate box:

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

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

Second semester introductory financial accounting. Emphasizes procedures for recording, analyzing, and summarizing accounting transactions dealing with long-term assets, current and long-term liabilities, as well as stockholder and partnership equity transactions, and the statement of cash flows. Taught from the perspective of the accountant/bookkeeper who is responsible for recording accounting transactions. Special Note: ACCT A101 and ACCT A102 will satisfy requirement for ACCT A201. AAS Accounting majors must take ACCT A101 and ACCT A102.

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

ACCT A101 with a minimum grade of C

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

ACCT A101 with a minimum grade of C

## 16b. Test Score(s)

- N/A

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

- N/A

## 16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

## 17. Mark if course has fees

- [ ] Standard CBPP computer lab fee

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

## 19. Justification for Action

Updated course outline, instructional goals, student outcomes, assessment methods, and bibliography.

Initiator (faculty only) Lynn Koshiyama

Initiator (TYPE NAME)

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<th>Disapproved</th>
<th>Date</th>
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Undergraduate/Graduate Academic: Date

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I. Date Initiated: August 31, 2012

II. Course Information
College/School: College of Business and Public Policy
Department: Accounting
Course Title: Principles of Financial Accounting II
Course Number: ACCT A102
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours
Grading Basis: A – F
Course Description: Second semester introductory financial accounting. Emphasizes procedures for recording, analyzing, and summarizing accounting transactions dealing with long-term assets, current and long-term liabilities, as well as stockholder and partnership equity transactions, and the statement of cash flows. Taught from the perspective of the accountant/bookkeeper who is responsible for recording accounting transactions. Special Note: ACCT A101 and ACCT A102 will satisfy requirement for ACCT A201. AAS accounting majors must take ACCT A101 and ACCT A102.
Course Prerequisites: ACCT A101 with a minimum grade of C
Registration Restrictions: None
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Discussion and lecture augmented by in-class group exercises
B. Multimedia and Internet-based presentations
C. Completion of end-of-chapter homework assignments
D. Completion of a computerized practice set, requiring the recording of transactions, adjusting and closing entries, along with the preparation of financial statements
E. Review of published annual reports to illustrate form and content of financial statements
IV. Course Level Justification
This is the second of a two-semester introductory-level course series that provides the foundation for more advanced studies in financial accounting and reporting and also provides a basis for the study of managerial accounting.

V. Outline
A. Accounting for assets: long-term assets
   1. Property, plant, and equipment
      a. Accounting for acquisitions and disposals
      b. Ordinary repairs vs. betterments
      c. Computing depreciation expense using straight-line, units of activity, and declining balance methods
   2. Natural resources
      a. Cost determination
      b. Computing depletion expense
   3. Intangible assets
      a. Cost determination
      b. Computing amortization expense
      c. Accounting for goodwill

B. Environment of accounting
   1. Conceptual framework of accounting
   2. Accounting assumptions, principles, and constraints
   3. Ethics

C. Accounting for current liabilities
   1. Accounts payable and short-term notes payable
   2. Accruals and deferrals
   3. Payroll and payroll related liabilities
   4. Contingent liabilities

D. Accounting for long-term liabilities
   1. Bond pricing and recording
      a. Calculate price of bonds sold at a discount
      b. Calculate price of bonds sold at a premium
      c. Bonds sold between interest payment dates
      d. Amortization of bond premium or discount
      e. Recording bond-related transactions
   2. Notes and leases
      a. Interest calculations
      b. Capital vs. operating lease guidelines

E. Accounting for corporations
   1. Characteristics of corporations
   2. Advantages and disadvantages of corporate form of business
F. Accounting for stockholder equity transactions
   1. Contributed capital
      a. Identifying categories of stock: common vs. preferred
      b. Accounting for issuance of stock
      c. Accounting for par, no-par, and stated value stock
      d. Accounting for stock splits
      e. Reporting requirements
   2. Treasury stock
      a. Identifying treasury stock transactions
      b. Accounting for the purchase and disposal
      c. Reporting requirements
   3. Retained earnings
      a. Accounting for cash dividends
      b. Accounting for stock dividends
      c. Restrictions
      d. Reporting requirements
      e. Effects of dividends and splits on equity

G. Accounting for partnerships
   1. Characteristics of the partnership form of business
   2. Advantages and disadvantages of the partnership form of business
   3. Formation of a partnership
   4. Admission or withdrawal of a partner
   5. Distribution of income and losses
   6. Dissolution or liquidation of a partnership

H. Accounting for investments
   1. Accounting for stock investments
      a. Cost method
      b. Equity method
   2. Accounting for debt investments
   3. Valuing investments
   4. Reporting requirements

I. Statement of cash flows
   1. Purpose of statement of cash flows
   2. Comparison of direct vs. indirect methods of presentation
   3. Classifications of cash flows: operating, investing, and financing
   4. Statement preparation

VI. Suggested Text

VII. Bibliography


*Classic*


VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.

The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discuss the conceptual framework of accounting, including the assumptions and principles underlying the recording and reporting process.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain the importance of ethics in the business environment.</td>
</tr>
<tr>
<td>3.</td>
<td>Discuss the principles and methods used in accounting for property, plant and equipment, natural resources, and intangible assets.</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss principles and methods used in accounting for current liabilities and long-term liabilities.</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss principles and methods used in accounting for stockholder equity transactions.</td>
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<tr>
<td>6.</td>
<td>Present advantages and disadvantages of a corporate form of business.</td>
</tr>
<tr>
<td>7.</td>
<td>Present advantages and disadvantages of a partnership form of business.</td>
</tr>
<tr>
<td>8.</td>
<td>Discuss principles and methods used in accounting for partnership transactions.</td>
</tr>
<tr>
<td>9.</td>
<td>Discuss principles and methods used in accounting for investment transactions.</td>
</tr>
<tr>
<td>10.</td>
<td>Discuss purpose and development of Statement of Cash Flows.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes.

Students will be able to:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Identify and discuss the conceptual framework, including the accounting assumptions, principles, and constraints.</td>
</tr>
<tr>
<td></td>
<td>Assessment Method</td>
</tr>
<tr>
<td></td>
<td>In-class exercises, homework, quizzes, and exams</td>
</tr>
<tr>
<td>2.</td>
<td>Describe and apply the basic accounting principles and methods used in accounting for property, plant and equipment, natural resources and intangible assets, including recording acquisition, disposal, depreciation, amortization and depletion entries, and financial statement reporting requirements.</td>
</tr>
<tr>
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<td>Assessment Method</td>
</tr>
<tr>
<td></td>
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<td>Describe and apply the basic accounting principles and methods used in accounting for current liabilities, including financial statement reporting requirements.</td>
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<td>Homework, quizzes, exams, and computerized practice set</td>
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<tr>
<td>4.</td>
<td>Describe and apply the basic accounting principles and methods used in accounting for long-term liabilities, including financial statement reporting requirements.</td>
</tr>
<tr>
<td></td>
<td>Homework, quizzes, exams, and computerized practice set</td>
</tr>
<tr>
<td>5.</td>
<td>Describe and apply the basic accounting principles and methods used in accounting for stockholder equity transactions, including financial statement reporting requirements.</td>
</tr>
<tr>
<td></td>
<td>Homework, quizzes, exams, in-class exercises using published annual reports, and computerized practice set</td>
</tr>
<tr>
<td>6.</td>
<td>Describe and apply the basic accounting principles and methods used in accounting for partnership transactions, including financial statement reporting requirements.</td>
</tr>
<tr>
<td></td>
<td>Homework, quizzes, and exams</td>
</tr>
<tr>
<td>7.</td>
<td>Describe and apply the basic accounting principles and methods used in accounting for investment transactions, including financial statement reporting requirements.</td>
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<tr>
<td></td>
<td>Homework, quizzes, and exams</td>
</tr>
<tr>
<td>8.</td>
<td>Explain the importance of ethics in the business environment.</td>
</tr>
<tr>
<td></td>
<td>Homework, quizzes, and exams</td>
</tr>
<tr>
<td>9.</td>
<td>Define the process for converting accrual numbers to cash basis balances for reporting on the Statement of Cash Flows under both the direct and indirect methods.</td>
</tr>
<tr>
<td></td>
<td>Homework, quizzes, and exams</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>ACCT</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>ACCT</td>
<td>A120</td>
<td>N/A</td>
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<td>(3+0)</td>
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6. Complete Course Title
Bookkeeping for Business 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
☒ Other Update CCG (please specify)

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2013 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.aaa.alaska.edu/governance.

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

Initiator Name (typed): Lynn Koshiyama
Initiator Signed Initials: _________ Date: __________

13b. Coordination Email Date: 11/26/2012
submitted to Faculty Listserv: (uaa-faculty@lists.aaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/26/2012

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)
Basic concepts and procedures of practical bookkeeping. Fundamental principles and practices necessary to record and report financial data in a service and merchandising business for manual systems and computerized systems.

Special Note: May be offered as either classroom or open-entry, individualized course.

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

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
None

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

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Updated student outcomes, assessment methods, and bibliography.

Initiator (faculty only)  Lynn Koshiyama  Initiator Signed Initials: _________ Date: __________

[Approval or Disapproval] Dean/Director of School/College Date

[Approval or Disapproval] Undergraduate/Graduate Academic Board Chairperson Date

[Approval or Disapproval] Provost or Designee Date
### 13a. Impacted courses or programs; ACCT A120

<table>
<thead>
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<th>Pages impacted</th>
<th>Date of coordination</th>
<th>Chair/ Coordinator contacted</th>
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<td>Small Business Management, Undergraduate Certificate</td>
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<td>Medical Assisting, AAS</td>
<td>168</td>
<td>11/26/2012</td>
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<td>Bookkeeping Support, Occupational Endorsement Certificate</td>
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<td>11/26/2012</td>
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</tr>
<tr>
<td>Computer Information and Office Systems, AAS</td>
<td>206</td>
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<td></td>
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</table>
I. Date Initiated
December 11, 2012

II. Course Information
College/School: College of Business and Public Policy
Department: Accounting
Program: Undergraduate Certificate, Small Business Management; Occupational Endorsement Certificate, Bookkeeping Support; Associate of Applied Science, Medical Assisting; Associate of Applied Science, Computer Information and Office Systems
Course Title: Bookkeeping for Business I
Course Number: ACCT A120
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: Basic concepts and procedures of practical bookkeeping. Fundamental principles and practices necessary to record and report financial data in a service and merchandising business for manual systems and computerized systems. Special Note: May be offered as either classroom or open-entry, individualized course.

Course Prerequisites: None
Registration Restrictions: None
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Lecture
B. Discussion
C. Problem-solving presentations
D. Homework assignments
E. Manual forms-based practice set

IV. Course Level Justification
This course introduces a field of knowledge and develops basic skills and concepts.
V. Outline
A. Introduction to Accounting
   1. Purpose and uses of accounting information
   2. Career opportunities in accounting
   3. Overview of accounting process
B. Overview of the Basic Accounting Equation
   1. Define relationship between assets, liabilities and owner’s equity
   2. Analyze effect of business transactions on the accounting equation
   3. Identify how business transaction affect the financial statements
      a. Income Statement
      b. Balance Sheet
      c. Statement of Owner’s Equity
C. Processing of Transactions
   1. Use of the double entry accounting system
   2. Recording to journals.
   3. Posting to ledger accounts.
   4. Recording of adjusting and correcting entries.
   5. Identifying and correcting errors.
D. Period end Accounting Procedures
   1. Use of a worksheet
   2. Preparation of financial statements
   3. Purpose and preparation of closing entries
E. Accounting for a Merchandising Entity
   1. Introduction of the sales cycle
      a. Use of a sales journal
      b. Posting to the general ledger
      c. Understanding accounts receivable subsidiary ledger and the relationship to the general ledger
      d. Introduction to sales related transactions
         i. Sales on account
         ii. Cash sales
         iii. Credit card sales
         iv. Sales returns and allowances
         v. Sales taxes
         vi. Sales discounts
   2. Introduction of the inventory purchasing cycle
      a. Use of the purchases journal
      b. Posting to the general ledger
      c. Relationship of account payable subsidiary ledger and general ledger
      d. Introduction of common purchase transactions
         i. Purchases on account
         ii. Purchases for cash
         iii. Purchases returns and allowances
         iv. Internal control procedures related to inventory acquisitions
   3. Introduction of the cash receipts cycle
      a. Use of the cash receipts journal
b. Cash over/short account
c. Internal control procedures related to cash receipts

4. Introduction of the cash payments cycle
   a. Use of the cash payment/disbursements journal
   b. Internal control procedures related to cash payments
   c. Introduction to banking procedures
d. Purpose and preparation of bank reconciliations

F. Payroll Calculations, Records and Payments
   1. Overview of major federal laws relating to payroll
   2. Computation of gross earnings
   3. Computation of withholding taxes
      a. Social Security
      b. Medicare
      c. Income tax withholding
      d. Unemployment taxes
   4. Recording of data into payroll journals and employee earnings records
   5. Posting of information to the general ledger
   6. Preparation of federal and state payroll reports

G. Differences Between Accrual and Cash-Basis Accounting
   a. Accrual/deferral adjusting entries
   b. Prepaid/unearned adjusting entries

H. Introduction to the Use of Computerized Accounting Software

VI. Suggested Texts


VII. Bibliography


VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

   1. Explain the uses and users of financial information.
   2. Discuss the basic financial statements and the information provided on them.
   3. Present the fundamental accounting equation and discuss the interrelationships between the components.
   4. Explain the process of analyzing business transactions and their effect on the financial statements.
   5. Introduce the double-entry accounting system including the journals and ledgers used.
   6. Discuss and demonstrate the steps in the accounting cycle.
   7. Discuss the importance of internal controls.
   8. Discuss the period end adjustment process using the accrual basis of accounting.
   9. Discuss the similarities and differences in accounting for a service entity and a merchandising concern.
  10. Discuss the basic accounting principles and methods utilized in accounting for cash, inventory, receivables and payroll.
  11. Introduce the advantages of utilizing accounting software for the bookkeeping process.

B. Student Learning Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the purpose of and be able to prepare the three primary financial statements.</td>
<td>Tests, quizzes, homework, and practice set</td>
</tr>
<tr>
<td>2. Discuss and demonstrate the effect of business transactions on the accounting equation, using the double entry accounting system for a service and merchandising concern.</td>
<td>Tests, quizzes, homework, and practice set</td>
</tr>
<tr>
<td>3. Discuss and demonstrate the steps in the accounting cycle, including the use of special journals and subsidiary ledgers.</td>
<td>Tests, quizzes, homework, and practice set</td>
</tr>
<tr>
<td>4. Discuss and identify internal control weaknesses.</td>
<td>Tests, quizzes, and homework</td>
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<tr>
<td>5.</td>
<td>Identify, analyze, and record business transactions using the accrual basis of accounting.</td>
</tr>
<tr>
<td>6.</td>
<td>Analyze basic asset account balances and prepare period end adjusting and closing entries.</td>
</tr>
<tr>
<td>7.</td>
<td>Complete the period end adjusting process utilizing a worksheet.</td>
</tr>
<tr>
<td>8.</td>
<td>Calculate gross payroll and related employee and employer payroll taxes, along with required reports.</td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrate an understanding of the advantages of using accounting software.</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>ACCT</td>
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<td>(3+0)</td>
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6. Complete Course Title
Income Tax Preparation

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

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

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

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

11. Implementation Date
- semester/year
  - From: Fall/2013
  - To: 9999

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

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

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

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</tbody>
</table>

Initiator Name (typed): Lynn Koshiyama
Initiator Signed Initials: [_______]
Date: [______________]

13b. Coordination Email
Date: 11/26/2012
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu]

13c. Coordination with Library Liaison
Date: 11/26/2012

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

15. Course Description (suggested length 20 to 50 words)
Preparation of individual income tax returns, manually and computerized (using the latest in tax preparation software). Tax research and tax planning with emphasis on primary and administrative sources of income tax law. Emphasis is on the sources and interpretation of the tax laws and principles as well as how they apply to individuals.

16a. Course Prerequisite(s) ([list prefix and number] [(ACCT A101 and A102) or ACCT A201] and CIS A110) with a minimum grade of C

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
None

17. Mark if course has fees Standard CBPP computer lab fee and a special tax service subscription fee.

18. [ ] Mark if course is a selected topic course

19. Justification for Action
Added minimum grade of C to prerequisites and updated the bibliography.

Initiator (faculty only) Lynn Koshiyama
Initiator (TYPE NAME)

Approved
[ ] Disapproved

Approved
[ ] Disapproved

Approved
[ ] Disapproved

Approved
[ ] Disapproved

Approved
[ ] Disapproved

Approved
[ ] Disapproved

Approved
[ ] Disapproved

Approved
[ ] Disapproved
I. Date Initiated

   December 11, 2012

II. Course Information

   College/School: College of Business and Public Policy
   Department: Accounting
   Program: Associate of Applied Science, Accounting
   Course Title: Income Tax Preparation
   Course Number: ACCT A210
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                 0 lab hours
                 6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A - F

   Course Description: Preparation of individual income tax returns, manually and
   computerized (using the latest in tax preparation software). Tax research and tax
   planning with emphasis on primary and administrative sources of income tax law.
   Emphasis is on the sources and interpretation of the tax laws and principles as
   well as how they apply to individuals.

   Course Prerequisites: {[(ACCT A101 and A102) or ACCT A201]} and CIS
   A110} with a minimum grade of C

   Registration Restrictions: None
   Fees: Standard CBPP computer lab fee and a special tax service subscription fee.

III. Course Activities

   A. Discussion
   B. Lecture
   C. In-class exercises
   D. Software instruction
   E. Tax return preparation project (manual and computerized)

IV. Course Level Justification

   This course covers federal income tax law, stare decisis common law, IRS
   publications and how they apply to a taxpayer in the preparation of their tax return.
   Course requires 100/200-level prerequisites.

V. Outline

   A. The Individual Income Tax Return
      1. History and objectives of the tax system
      2. Reporting and taxable entities
      3. Tax formula
      4. Personal and dependency exemptions
5. Standard deduction

B. Gross Income
   1. Nature of gross income
   2. Income sources
   3. Items specifically included in gross income
   4. Items specifically excluded in gross income

C. Business Income and Expenses
   1. Rental income and expenses
   2. Passive loss limitations
   3. Bad debts
   4. Retirement Accounts
   5. Reporting requirements

D. Self Employed and Employee Expenses
   1. Travel and transportation
   2. Office in the home
   3. Entertainment expenses
   4. Schedule C

E. Itemized Deductions
   1. Schedule A
   2. Medical expenses
   3. Contributions
   4. Miscellaneous deductions

F. Credits and Special Taxes
   1. Refundable credits
   2. Nonrefundable credits
   3. Education credits
   4. Foreign credits
   5. Other miscellaneous credits

G. Accounting Periods and Methods and Depreciation
   1. Accounting periods and methods
   2. Depreciation and cost recovery
   3. Amortization and intangibles
   4. Luxury automobile limitations

H. Capital Gains and Losses
   1. Capital assets
   2. Holding period
   3. Netting capital gains and losses
   4. Depreciation recapture
   5. Section 1231 gains and losses
   6. Like kind exchanges
   7. Casualty gains and losses

I. Partnership Taxation
   1. Nature of partnership taxation
2. Partnership income reporting

J. Corporate Income Tax
   1. Corporate tax rates
   2. Schedule M-1
   3. Filing requirements and estimate tax

K. Tax Administration and Tax Planning
   1. The Internal Revenue Service
   2. Interest and penalties
   3. Statute of Limitations
   4. The Taxpayer Bill of Rights
   5. Tax planning

L. Working with Tax Law/Research
   1. Tax administration
   2. Tax sources
   3. Tax services and internet income tax websites

VI. Suggested Text


VII. Bibliography


VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals. The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the areas where the U.S. tax code and generally accepted accounting principles differ.</td>
</tr>
<tr>
<td>2. Explain the effects of taxation on business and personal financial matters.</td>
</tr>
</tbody>
</table>
3. Describe the implications of evolving tax law on society in general and on the individual's finances specifically.

4. Demonstrate the use of tax preparation software and comprehensive tax services materials.

5. Help students make informed decisions on tax issues and tax preparation matters.

<table>
<thead>
<tr>
<th>B.</th>
<th>Student Learning Outcomes. Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Effectively utilize a comprehensive research service in the research of tax problems.</td>
<td>Homework, in-class assignments</td>
</tr>
<tr>
<td>2.</td>
<td>Prepare an individual Federal income tax return.</td>
<td>Homework, in-class assignments, comprehensive tax returns</td>
</tr>
<tr>
<td>3.</td>
<td>Understand tax planning and tax strategies to minimize tax liability.</td>
<td>Homework, in-class assignments, tax planning and research projects</td>
</tr>
<tr>
<td>4.</td>
<td>Apply the fundamentals of tax law and tax procedures.</td>
<td>Homework, in-class assignments, comprehensive tax returns, and written exams</td>
</tr>
</tbody>
</table>
Introduction to Computerized Accounting
Intro to Computerized Acct
Abbreviated Title for Transcript (30 character)
Type of Course: Academic
Grading Basis: A-F
Implementation Date: From: Fall/2013 To: /9999
Cross Listed with
Stacked with
Cross-Listed Coordination Signature
Initiator Name (typed): Stasia Straley
Initiator Signed Initials: __________ Date:____________
General Education Requirement
Mark appropriate box:

Course Description (suggested length 20 to 50 words)
Introduction to processing accounting information using commercial accounting software. Compare manual to computerized recording and processing of accounting transactions. Includes maintenance of chart of accounts and master files; processing sales, receivables, cash receipts, purchases, payables, and cash payments. Preparation of financial statements and other reports in computerized software systems and spreadsheet applications.

Course Prerequisite(s) (list prefix and number) ([(ACCT A101 and A102) or ACCT A201] and CIS A110) with a minimum grade of C
Test Score(s) N/A
Co-requisite(s) (concurrent enrollment required) N/A
Other Restriction(s) (non-codable) None
Mark if course has fees Standard CBPP computer lab fee; Accounting material fee
Mark if course is a selected topic course
Justification for Action
Added minimum grade of C to prerequisites. Updated course description, outline, instructional goals, student outcomes, assessment methods, and bibliography.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td>Approved</td>
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</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td>Approved</td>
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<tr>
<td>Disapproved</td>
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<td>Disapproved</td>
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</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
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<tr>
<td>Disapproved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated: September 2, 2012

II. Course Information

College/School: College of Business and Public Policy
Department: Accounting
Program: Associate of Applied Science. Accounting; Undergraduate Certificate, Small Business Management
Course Title: Introduction to Computerized Accounting
Course Number: ACCT A222
Credits: 3.0
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A - F

Course Description: Introduction to processing accounting information using commercial accounting software. Compare manual to computerized recording and processing of accounting transactions. Includes review of accounting cycle, maintenance of chart of accounts and master files; processing sales, receivables, cash receipts, purchases, payables, and cash payments. Preparation of financial statements and other reports in computerized software systems and spreadsheet applications.

Course Prerequisites: {[(ACCT A101 and A102) or ACCT A201] and CIS A110} with a minimum grade of C

Registration Restrictions: None
Fees: Standard CBPP computer lab fee; Accounting material fee

III. Course Activities

A. Lectures
B. Software demonstrations
C. In-class tutorials
D. Exercises

IV. Course Level Justification

This course uses knowledge gained in principles of financial accounting courses to explain and demonstrate how to process and report accounting information using commercial accounting software.
V. Outline
A. Introduction
   1. Manual vs. computerized accounting and transaction cycles
   2. Review of accounting cycle
   3. Internal control and data security
   4. Introduction to accounting software
   5. Comparisons of different accounting software programs

B. Accounting for Service Businesses
   1. Sales, receivables, and customer master files
   2. Purchases, payables, and vendor master files
   3. Cash receipts and disbursements
   4. End-of-period adjustments
   5. Financial reporting

C. Accounting for Merchandising Businesses
   1. Sales, receivables, and sales item master files
   2. Purchases, payables, and inventory master files
   3. Cash receipts and disbursements
   4. End-of-period adjustments
   5. Financial reporting

D. Payroll (Optional)
   1. Create a paycheck
   2. Edit an employee master file
   3. Payroll reporting

E. Computerizing a Manual Accounting System (Optional)
   1. Preparing for conversion
   2. Creating a new company
   3. Setting up chart of accounts and opening balances
   4. Setting up customers, vendors, inventory, and sales data
   5. Processing transactions and analyzing results

VI. Suggested Text


VII. Bibliography


A. Instructional Goals.
The instructor will:

1. Review the accounting cycle and the operation of an accounting system comparing and contrasting manual vs. computerized systems.

2. Discuss the importance of internal controls and data security in a computerized accounting environment.

3. Demonstrate the process to add or edit data in the chart of accounts, customer master files, and vendor master files.

4. Illustrate the processing of transactions for a service entity and the preparation of financial reports.

5. Demonstrate the process to add or edit data in the sales item and inventory item master files.

6. Illustrate the processing of transactions for a merchandising entity and the preparation of financial reports.

7. Provide an overview of the payroll function in a computerized accounting system (optional).

8. Discuss the issues and illustrate the steps involved in converting from a manual accounting system to a computerized system (optional).

9. Demonstrate how to export from a computerized accounting system to a spreadsheet application such as Excel.

B. Student Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of the major components of the operating cycle.</td>
<td>Practice set, homework, quiz, final exam</td>
</tr>
<tr>
<td>2. Explain the importance of internal controls and data security.</td>
<td>Homework, quiz, final exam</td>
</tr>
<tr>
<td>3. Maintain the chart of accounts, set up customer and vendor files, and process transactions for a service entity.</td>
<td>Homework, quiz, comprehensive project, end-of-chapter problems, final exam</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Set up sales item and inventory item files and process transactions for a merchandising entity.</td>
</tr>
<tr>
<td>5.</td>
<td>Analyze unadjusted account balances and prepare end of period adjusting entries.</td>
</tr>
<tr>
<td>6.</td>
<td>Produce, edit, and analyze various financial reports in the computerized accounting software and in a spreadsheet application, such as Excel.</td>
</tr>
<tr>
<td>7.</td>
<td>Utilize the basic features of the payroll function in a computerized accounting system (optional).</td>
</tr>
<tr>
<td>8.</td>
<td>Set up a new company and convert the manual accounting records to a computerized accounting system (optional).</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>ACCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Course Number</td>
<td>A225</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>3</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Payroll Accounting

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

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

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

9. Repeat Status No

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

10. Grading Basis
☐ A-F □ P/NP □ NG

11. Implementation Date

From: Fall/2013 To: /9999

12. □ Cross Listed with
□ Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Course Action Request</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Program/Course</td>
<td>11/26/2012</td>
<td>C. Patrick Fort</td>
</tr>
<tr>
<td>Catalog Page(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impacted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13b. Coordination Email
Date: 11/26/2012

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

13c. Coordination with Library Liaison
Date: 11/26/2012

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 federal and state laws and regulations that affect payroll and employment practices. Topics covered include calculation of wages, withholding taxes, health, retirement, and other voluntary deductions and preparation of payroll tax reports. Also includes recording and posting payroll information to accounting records manually and using computerized software.

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

[(ACCT A101 and A102) or ACCT A201] and CIS A110 with a minimum grade of C

16b. Test Score(s)
N/A

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

16d. Other Restriction(s)

□ College □ Major □ Class □ Level

16e. Registration Restriction(s) (non-codable)
None

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

18. □ Mark if course is a selected topic course

19. Justification for Action

Added minimum grade of C to prerequisites. Updated course description, instructional goals, student outcomes, assessment methods and bibliography.

Initiator (faculty only)

Stasia Straley

Initiator (TYPE NAME)

☐ Approved □ Disapproved

Dean/Director of School/College Date

Undergraduate/Graduate Academic Date

Board Chairperson

Provost or Designee Date

369
I. Date Initiated
   December 11, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Accounting
   Program: Associate of Applied Science, Accounting
   Course Title: Payroll Accounting
   Course Number: ACCT A225
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A - F
   Course Description: Introduces students to federal and state laws and regulations that affect payroll and employment practices. Topics covered include calculation of wages, withholding taxes, health, retirement, and other voluntary deductions and preparation of payroll tax reports. Also includes recording and posting payroll information to accounting records manually and using computerized software.
   Course Prerequisites: {[(ACCT A101 and A102) or ACCT A201] and CIS A110} with a minimum grade of C
   Registration Restrictions: None
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lecture
   B. Guest speakers
   C. In-class exercises

IV. Course Level Justification
   This course covers the application of federal and state laws and regulations to the calculation and reporting of payroll transactions. It requires an understanding of principles of financial accounting. This course requires 100-level prerequisites.

V. Outline
   A. Introduction to the Payroll Process and Profession
      1. Overview of federal laws that impact payroll practice
      2. Overview of state laws that impact payroll practice
   B. Computing Wages and Salaries
      1. Minimum wage and overtime laws
2. Recording employee time worked
3. Computing regular and overtime wages

C. Federal Payroll Taxes
   1. Social Security
   2. Federal income tax
   3. Federal unemployment taxes
   4. Depository requirements
   5. Reporting requirements

D. State and Local Payroll Taxes
   1. State unemployment taxes
   2. State and local income taxes
   3. Depository and reporting requirements
   4. Presentation by Alaska Department of Labor

E. Other Payroll Deductions and Taxes
   1. Worker’s Compensation
   2. Health insurance, group term life insurance
   3. Retirement programs
   4. Cafeteria plans
   5. Garnishments and child support deductions
   6. Presentation by retirement professional

F. Accounting for Payroll
   1. Completing the payroll register
   2. Making the payroll journal entry
   3. Posting the employee earnings record
   4. Posting the general ledger
   5. Recording the deposits and other payments

G. Introduction to Manual Payroll Project

H. Introduction to Payroll Computer Software
   1. Setting up payroll taxes and other deductions
   2. Setting up wage categories and general ledger accounts
   3. Setting up employee master files
   4. Calculating employee paychecks
   5. Editing and printing Payroll Reports

I. Computerized Payroll Project

VI. Suggested Text

VII. Bibliography


VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce the students to the major laws and regulations affecting the payroll profession.</td>
</tr>
<tr>
<td>2. Illustrate the calculation of regular and overtime wages for a variety of methods and pay periods.</td>
</tr>
<tr>
<td>3. Explain the withholding, depository, and reporting requirements for Social Security, Medicare, and federal income taxes.</td>
</tr>
<tr>
<td>4. Explain the withholding, depository, and reporting requirements for federal and state unemployment taxes.</td>
</tr>
<tr>
<td>5. Introduce students to a variety of other non-tax payroll deductions.</td>
</tr>
<tr>
<td>6. Explain and illustrate how payroll information is entered into the accounting records.</td>
</tr>
<tr>
<td>7. Introduce and demonstrate the procedures to set up and process payroll transactions and reports in commercial accounting software.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes. Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the federal and Alaska minimum wage, overtime, and child labor laws.</td>
<td>Homework, quizzes, payroll projects, comprehensive exam</td>
</tr>
<tr>
<td>2. Calculate regular wages and overtime wages for a variety of payroll periods and systems.</td>
<td>Homework, quizzes, payroll projects, comprehensive exam</td>
</tr>
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</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>3.</td>
<td>Calculate the employee withholdings and comply with depository and reporting requirements for the following taxes: federal income, Social Security, Medicare, and state unemployment.</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate an understanding of the depository and reporting requirements for employer payroll taxes such as Social Security and federal and state unemployment.</td>
</tr>
<tr>
<td>5.</td>
<td>Calculate other types of payroll withholdings such as union dues, health and retirement benefits, cafeteria plans, and garnishments.</td>
</tr>
<tr>
<td>6.</td>
<td>Calculate gross pay and all withholdings and maintain all payroll records for a small business.</td>
</tr>
<tr>
<td>7.</td>
<td>Set up all employee and tax files and maintain all payroll records for a small business using computerized accounting software.</td>
</tr>
</tbody>
</table>
# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>ADBP Division of Business Programs</td>
<td>ACCT</td>
</tr>
</tbody>
</table>

## Complete Course Title

**Workpaper Preparation and Presentation**

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

## Type of Course

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

## Type of Action

- Add
- Change
- Delete

## Credits/CEUs

<table>
<thead>
<tr>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

## Course Description

**Emphasizes preparation and analysis of workpapers to support year-end corporate financial statements.** Includes an in-depth analysis of major balance sheet accounts and a study of financial statement presentation formats and requirements.

## Course Prerequisite(s)

1. Accounting, AAS
2. **ACCT A101 and ACCT A102 and ACCT A222 and CIS A110** with a minimum grade of C
3. **N/A**

## Course Prerequisite(s) (concurrent enrollment required)

- **N/A**

## Registration Restrictions

- **N/A**

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

- None

## Cross Listed

- **N/A**

## Cross Listed with

- **N/A**

## Stacked with

- **N/A**

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

Updated guidelines for evaluation, instructional goals, student outcomes, assessment methods and bibliography.

## Justification for Action

Initiator (faculty only) Date

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Undergraduate/Graduate Academic Date

Approved

Disapproved

Board Chairperson

Approved

Disapproved

Provost or Designee Date

Initiator (TYPE NAME) Date

Approved

Disapproved

Department Chairperson Date

Approved

Disapproved

Curriculum Committee Chairperson Date

Approved

Disapproved

College Chairperson Date
I. Date Initiated  
December 11, 2012

II. Course Information  
College/School: College of Business and Public Policy  
Department: Accounting  
Program: Associate of Applied Science, Accounting  
Course Title: Workpaper Preparation and Presentation  
Course Number: ACCT A230  
Credits: 3.0  
Contact Hours: 3 per week x 15 weeks = 45 hours  
0 lab hours  
6-9 hours outside of class per week x 15 weeks = 90 to 135 hours  
Grading Basis: A - F  
Course Description: Emphasizes preparation and analysis of workpapers to support year-end corporate financial statements. Includes an in-depth analysis of major balance sheet accounts and a study of financial statement presentation formats and requirements.  
Course Prerequisites: (ACCT A101 and ACCT A102 and ACCT A222 and CIS A110) with a minimum grade of C  
Registration Restrictions: None  
Fees: Standard CBPP computer lab fee

III. Course Activities  
A. Discussion  
B. In-class exercises  
C. Semester-long project  
D. Preparation of financial statements and footnotes

IV. Course Level Justification  
The course draws from concepts developed in previous accounting courses and prepares students for job-oriented tasks associated with the preparation of year-end working papers to support the financial statements. Students will be required to trace transaction data through the accounting system, which requires a strong understanding of the accounting cycle and familiarity with accounting software packages.
V. Outline
A. Introduction to Financial Statement Preparation
   1. History of accounting standard setting process
   2. Overview of the financial statement process
   3. Financial statement formats
   4. Cash vs. accrual basis of accounting
   5. Preparation of a working trial balance

B. Analyze Current Asset Accounts
   1. Internal control and cash
   2. Accounts receivable and bad debt expense
   3. Prepaid assets
   4. Inventory

C. Analyze Property, Plant, and Equipment Accounts
   1. Financial accounting vs. tax methods of depreciation
   2. Salvage value and useful life determination
   3. Land
   4. Buildings
   5. Equipment

D. Analyze Liabilities
   1. Current vs. long-term liabilities
   2. Accounts payable
   3. Accrued liabilities
   4. Dividends payable
   5. Notes and mortgages payable
   6. Contingent liabilities

E. Analyze Owner Equity Accounts
   1. Sole proprietorships and partnerships
   2. Corporations
   3. Retained earnings
   4. Dividends declared

F. Financial Statement Preparation and Analysis
   1. Compilations, reviews, and audits
   2. Comparative balance sheet
   3. Comparative income statement
   4. Comparative statement of retained earnings
   5. Comparative statement of cash flows
   6. Financial statement analysis techniques
   7. Financial statement disclosures
VI. Suggested Text

Any current introductory financial accounting text.

VII. Bibliography


VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the history of the accounting standard-setting process, and the similarities and differences between compilations, reviews, and audits.</td>
</tr>
<tr>
<td>2. Present and review the various types and formats of financial statements: balance sheet, income statement, statement of retained earnings, and statement of cash flows.</td>
</tr>
<tr>
<td>3. Demonstrate the process for reviewing and analyzing transactions, including the tracing of information through the accounting system using journals and ledgers.</td>
</tr>
<tr>
<td>4. Discuss and provide examples of documentation and communication of financial information.</td>
</tr>
<tr>
<td>5. Explain the process of converting cash basis accounting data to accrual basis financial statements.</td>
</tr>
<tr>
<td>6. Explain the various workpaper presentation methods available to document the analysis and adjustments of, cash, receivables, inventory, prepaid expenses, property, plant, and equipment, current liabilities, long-term liabilities, and owner equity.</td>
</tr>
</tbody>
</table>
7. Discuss the requirements for the preparation of financial statements and footnotes.

8. Discuss the importance of a working knowledge of Excel in an accounting career.

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Explain the reporting differences between compilations, reviews, and audits.</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the accounting cycle and the role ledgers and journals play in documenting transactions.</td>
</tr>
<tr>
<td>3. Analyze account balances, using supporting documentation and information contained in journals and ledgers.</td>
</tr>
<tr>
<td>4. Prepare appropriate documentation to support account balances.</td>
</tr>
<tr>
<td>5. Communicate results of account analysis through workpaper preparation techniques.</td>
</tr>
<tr>
<td>6. Convert cash basis data to accrual basis financial statements.</td>
</tr>
<tr>
<td>7. Convert accrual basis information to cash flow information.</td>
</tr>
<tr>
<td>8. Prepare workpapers using a spreadsheet application such as Excel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz, comprehensive semester-long project</td>
</tr>
<tr>
<td>Quiz, manual practice set</td>
</tr>
<tr>
<td>Quiz, in-class exercise, comprehensive semester-long project</td>
</tr>
<tr>
<td>Comprehensive semester-long project</td>
</tr>
<tr>
<td>Comprehensive semester-long project</td>
</tr>
<tr>
<td>Quiz, in-class exercise, comprehensive semester-long project</td>
</tr>
<tr>
<td>Quiz, in-class exercise, comprehensive semester-long project</td>
</tr>
<tr>
<td>Manual practice set, comprehensive semester-long project</td>
</tr>
</tbody>
</table>
1. **School or College**
   - CB CBPP

2. **Course Prefix**
   - ACCT

3. **Course Number**
   - A295

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

5a. **Credits/CEUs**
   - 3

5b. **Contact Hours**
   - (Lecture + Lab) (0+9)

6. **Complete Course Title**
   - Entry-Level Accounting Internship
   - Entry-Level Acct Internship

7. **Type of Course**
   - ☑ Academic

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

9. **Repeat Status**
   - Yes
   - # of Repeats: 1
   - Max Credits: 6

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

11. **Implementation Date**
    - From: Fall/2013
    - To: /9999

12. **Cross Listed with**

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

<table>
<thead>
<tr>
<th>#</th>
<th>Impact Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Accounting, AAS</td>
<td></td>
<td>11/02/2012</td>
<td>C. Patrick Fort</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Initiator Name (typed): Lynn Koshiyama
- Initiator Signed Initials: ________________
- Date: __________________

13b. **Coordination Email**
    - Date: 11/26/2012
    - submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**
    - Date: 11/26/2012

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

15. **Course Description (suggested length 20 to 50 words)**
    - Work experience in an approved bookkeeping or clerical position with supervision and training in various phases of accounting.

16a. **Course Prerequisite(s)**
    - (list prefix and number)
    - ACCT A101 and ACCT A102 and ENGL A111 and (COMM A111 or A235 or A237 or A241)] with a minimum grade of C.

16b. **Test Score(s)**
    - N/A

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

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

16e. **Registration Restriction(s)**
    - (non-codable)
    - Permission of College of Business and Public Policy Accounting Faculty Internship Coordinator; Cumulative GPA of 2.75 or higher; must be an AAS Accounting major.

17. **Mark if course has fees**
    - Standard CBPP lab fees and Standard Career Services Center (CSC) Internship fee

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

19. **Justification for Action**
    - Changed prerequisites and updated bibliography.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynn Koshiyama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
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<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated: December 11, 2012

II. Course Action Request Information
- College/School: College of Business and Public Policy
- Department: Accounting
- Program: AAS Accounting
- Course Title: Entry-Level Accounting Internship
- Course Number: ACCT A295
- Credits: 3 credits
- Contact Hours: 225 contact hours of employment are required. Hours per week will vary between 10 – 20 hours depending on employer’s needs and student’s class schedule. Summer hours may exceed 20 hours per week.
- Grading Basis: Pass/No Pass
- Course Description: Work experience in an approved bookkeeping or clerical position with supervision and training in various phases of accounting. Special Note: May be repeated for credit but only 3 credits will apply to degree requirements.
- Course Prerequisites: [ACCT A101 and ACCT A102 and ENGL A111 and (COMM A111 or A235 or A237 or A241)] with a minimum grade of C.
- Registration Restrictions: Permission of the College of Business and Public Policy Accounting Faculty Internship Coordinator; Cumulative GPA of 2.75 or higher; must be an AAS Accounting major.
- Fees: Standard CBPP lab fees and Standard Career Services Center (CSC) Internship fee

III. Course Activities
- A. Work experience in an approved position with supervision and training in various phases of accounting.
- B. Specific activities are developed and approved by employer, faculty, student, and Career Services Center Internship Coordinator.
- C. Each internship must include a Learning Agreement which includes:
  1. Learning objectives to be accomplished
  2. How objectives will be accomplished
  3. How achievement of objectives will be evaluated
IV. **Course Level Justification**
These internships will utilize the knowledge gained from the basic accounting foundation courses and allow the student to integrate this knowledge with the clerical and bookkeeping tasks found in most paraprofessional accounting positions.

V. **Outline**
A. **Overview of the Internship Program**
   1. Clarify student's occupational interest
   2. Develop updated resume
   3. Meet with the Accounting Faculty Internship Coordinator and a Career Services Center representative
   4. Attend program orientation

B. **Interview Process and Selection**
   1. Review proper interviewing technique
   2. Interview with the potential employer

C. **Training Goals and Learning Objectives**
   1. Develop learning objectives with assistance of Career Services Center Internship Coordinator
   2. Meet with Accounting Faculty Internship Coordinator to review learning objectives for approval

VI. **Suggested Texts**
None required

VII. **Bibliography**


VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

1. Meet with students and help them explore career and occupational interests.
2. Assist students in developing an updated resume.
3. Assist students in preparing for the student/employer interview.
4. With the Career Services Internship Coordinator and employer, assist in developing the learning objectives that include specific academic content.
5. Review learning objectives with student.
6. Support the student during the internship and help the student develop attitudes and work habits pertinent to successful job performance.
7. Meet with the Career Services Center representative, employer, and student to discuss the student’s job performance.
8. Review and assess student’s written final report.

B. Student Learning Outcomes.
   Students will be able to:  

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop resume writing skills</td>
<td>Completed resume will be reviewed by CSC, Accounting faculty coordinator and employer</td>
</tr>
<tr>
<td>2. Develop job interviewing skills</td>
<td>Employer evaluations</td>
</tr>
<tr>
<td>3. Learn new business and accounting skills contingent on the business and position in which they are employed</td>
<td>Employer evaluations and student’s final written report</td>
</tr>
<tr>
<td>4. Develop work habits for successful job performance</td>
<td>Employer evaluations and student’s final written report</td>
</tr>
<tr>
<td>5. Gain insight into various potential career paths in accounting</td>
<td>Student’s final written report</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
choose one

1b. Division
choose one

1c. Department

2. Course Prefix

3. Course Number

4. Previous Course Prefix & Number

5a. Credits/CEUs

5b. Contact Hours
   (Lecture + Lab)

6. Complete Course Title
   Abbreviated Title for Transcript (30 character)

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

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

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

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

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

11. Implementation Date
   semester/year
   From: /  To: /

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   1.                       |                      |                             |
   2.                       |                      |                             |
   3.                       |                      |                             |

   Initiator Name (typed): __________  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)

16a. Course Prerequisite(s)

   (list prefix and number or test code and score)

16b. Co-requisite(s)

   (concurrent enrollment required)

16c. Other Restriction(s)

   ☐ College  ☐ Major  ☐ Class  ☐ Level

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   Initiator (faculty only)

   Date

   ☐ Approved  ☐ Disapproved

   Dean/Director of School/College

   Date

   Initiator (TYPE NAME)

   Date

   ☐ Approved  ☐ Disapproved

   Undergraduate/Graduate Academic

   Date

   Board Chair

   Date

   Approved

   Provost or Designee

   Date
Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@.uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/PREFIX Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)
      If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The coordination email must include contact information, as well as, and must be sent at least 10 working days before being presented at UAB/GAB.
      • School and department (PAR boxes 1a and 1b),
      • Complete Program Title (PAR box 2),
      • Type of Program (PAR box 3),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.
      The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.
4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Office of the Registrar (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
   c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
      • Complete Program Title (PAR box 2),
      • Type of Program (PAR box 3),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function.
changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

   - School and department (PAR boxes 1a and 1b),
   - Complete Program Title (PAR box 2),
   - Type of Program (PAR box 3),
   - Type of Action (Add/Change/Delete) (PAR box 4),
   - justification for action (PAR box 8),
   - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.

Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of
Section 7 - Programs

7.1 Minor Revisions to Programs

Minor Revisions to Programs are changes that do not ‘substantially alter the student learning outcomes of the program’

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by t SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs (ayoa@uaa.alaska.edu).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. All course CARs and CCGs for new and revised courses.
   d. Four-Year Course Offering Plan for the program.
   e. Signed Resource Implication Form.
   f. Signed Fee Request Form (for new, deleted or revised fees).
   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The email must include contact information, as well as, and must be sent at least 10 working days before being presented at UAB/GAB.
      - School and department (PAR boxes 1a and 1b).
      - Complete Program Title (PAR box 2).
      - Type of Program (PAR box 3).
The email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER

Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.
• After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

**Box 6b. Coordination Email Submitted to Faculty Listserv**

Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- Justification for action (PAR box 8),
- Any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

1. Description of the proposed action
2. Any other relevant information.

*Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.*

**Box 6c. Coordination with Library Liaison**

Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

**Box 7. Title and Program Description**

Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

**Box 8. Justification for Action**

Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.