

Undergraduate Academic Board Agenda

January 11, 2013

2:00-5:00

ADM 204

I. Roll

<input type="checkbox"/> Dave Fitzgerald (CBPP)	<input type="checkbox"/> Ira Ortega (COE)	<input type="checkbox"/> Christina Stuiwe (SA)	<input type="checkbox"/> Adjunct vacancy
<input type="checkbox"/> Paola Banchemo (CAS)	<input type="checkbox"/> Jeffrey Callahan (CTC)	<input type="checkbox"/> Francisco Miranda (FS CAS)	<input type="checkbox"/> USUAA vacancy
<input type="checkbox"/> Mari Ippolitio (CAS)	<input type="checkbox"/> Utpal Dutta (SOE)	<input type="checkbox"/> Alberta Harder (FSAL)	<u>Ex-Officio Members:</u>
<input type="checkbox"/> Barbara Harville(CAS)	<input type="checkbox"/> Michael Hawfield (KPC)	<input type="checkbox"/> Soren Orley (FSAL)	(x) Susan Kalina
<input type="checkbox"/> Len Smiley (CAS)	<input type="checkbox"/> Kevin Keating (LIB)	<input type="checkbox"/> FS at large vacancy	<input type="checkbox"/> Lora Volden
<input type="checkbox"/> Vacant (COH)	<input type="checkbox"/> Joan O'Leary (Mat-su)	<input type="checkbox"/> Kathryn Hollis Buchanan(Kodiak)	<input type="checkbox"/> S&P
<input type="checkbox"/> Eileen Weatherby (COH)	<input type="checkbox"/> Thia Falcone (Adjunct)		

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

III. Approval of Meeting Summary (pg. 4-7)

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 A212	Beginning Watercolor (3 cr)(0+6)(pg. 8-12)
Chg	ART A312	Intermediate Watercolor (stacked with ART A412)(3 cr)(0+6)(pg. 13-18)
Chg	ART A412	Advanced Watercolor (stacked with ART A312)(3 cr)(0+6)(pg. 19-24)
Chg	ART A499	Thesis (3 cr)(0+6)(pg. 25-27)
Chg		Bachelor of Science, Nursing Science (pg. 28-49)

VII. Program/Course Action Request- First Readings

Chg	GEOL A490	Advanced Topics in Geology (Stacked with GEOL A690) (1-4 cr)(1-4+0)(pg. 50-59)
Chg	CA A111L	Bakery Skill Development (4 cr)(2+8)(pg. 60-67)
Chg	CA A114	Beverage Management (3 cr)(3+0)(pg. 68-72)
Chg	CA A295	Foodservice Internship (3 cr)(1+15)(pg. 73-76)
Chg		AAS, Culinary Arts (pg. 77-78)
Chg		BA, Hospitality Restaurant Management (pg. 79-91)
Add	PTA A101	Fundamental of Physical Therapy (2 cr)(2+0)(pg. 92-96)
Add	PTA A105	Tests and Measures (3 cr)(1.5+3)(pg. 97-101)

Add	PTA A110	Kinesiology and Biomechanics (3 cr)(2+2)(pg. 102-105)
Add	PTA A120	Rehabilitation I (3 cr)(1.5+3)(pg. 106-110)
Add	PTA A130	Physical Therapy Interventions I (4 cr)(2+4)(pg. 111-116)
Add	PTA A150	Psychosocial Aspects of Health Care (2 cr)(2+0)(pg. 117-120)
Add	PTA A195	Clinical Practicum I (1 cr)(0+3)(pg. 121-125)
Add	PTA A210	Therapeutic Exercise (4 cr)(2+4)(pg. 126-129)
Add	PTA A220	Rehabilitation II (3 cr)(1.5+3)(pg. 130-134)
Add	PTA A230	Physical Therapy Interventions II (4 cr)(2+4)(pg. 135-139)
Add	PTA A250	Neurological Interventions Across the Lifespan (3 cr)(2+2)(pg. 140-144)
Add	PTA A292	Physical Therapist Assistant Seminar (2 cr)(2+0)(pg. 145-149)
Add	PTA A295A	Clinical Practicum II (5 cr)(0+15)(pg. 150-155)
Add	PTA A295B	Clinical Practicum III (5 cr)(0+15)(pg. 156-161)
Add		AAS, Physical Therapist Assistant (pg. 162-166)
Chg	ACCT A101	Principles of Financial Accounting I (3 cr)(3+0)(pg. 167-173)
Chg	ACCT A102	Principles of Financial Accounting II (3 cr)(3+0)(pg. 174-181)
Chg	ACCT A120	Bookkeeping for Business I (3 cr)(3+0)(pg. 182-188)
Chg	ACCT A210	Income Tax Preparation (3 cr)(3+0)(pg. 189-193)
Chg	ACCT A222	Introduction to Computerized Accounting (3 cr)(3+0)(pg. 194-199)
Chg	ACCT A225	Payroll Accounting (3 cr)(3+0)(pg. 200-204)
Chg	ACCT A230	Workpaper Preparation and Presentation (3 cr)(3+0)(pg. 205-209)
Chg	ACCT A295	Entry-Level Accounting Internship (3 cr)(0+9)(pg. 210-214)
Chg	BA A381	Consumer Behavior (3 cr)(3+0)(pg. 215-218)
Chg	BA A420	Marketing Research (3 cr)(3+0)(pg. 219-222)
Add	NS A333	Ethics and the Practice of Nursing (3 cr)(3+0)(pg. 223-227)
Add	NS A334a	Ethics and the Practice of Nursing: Personal and Professional Values (1 cr)(1+0)(pg. 228-231)
Add	NS A334b	Ethics and the Practice of Nursing: Communications (1 cr)(1+0)(pg. 232-236)
Add	NS A334c	Ethics and the Practice of Nursing: Case Studies (1 cr)(1+0)(pg. 237-241)
Del	NS A408	Complex Health Disruptions: Nursing Therapeutics (2 cr)(2+0)(pg. 242-243)

Del NS A408L Complex Health Disruptions Lab: Nursing Therapeutics (2 cr)(2+0)(pg. 244)

VIII. Old Business

IX. New Business

A. CAR Form (pg. 245)

B. Curriculum Handbook Edits (pg. 246-252)

X. Informational Items and Adjournment

Undergraduate Academic Board Summary

December 14, 2012

2:00-5:00

ADM 204

I. Roll

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

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

Approved

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

Approved

IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

Written report is attached to agenda website

Active course list is updated and posted; encouraged departments to review their courses

B. University Registrar Lora Volden

V. Chair's Report

A. UAB Chair- Dave Fitzgerald

CIO candidates were on campus for interviews

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)

All ART courses are unanimously approved

Chg	ENGL A312	Advanced Technical Writing (3 cr)(3+0)(pg. 88-94)
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Unanimously Approved

VII. Program/Course Action Request- First Readings

Chg	ART A212	Beginning Watercolor (3 cr)(0+6)(pg. 95-99)
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Accepted for first reading

Chg	ART A312	Intermediate Watercolor (stacked with ART A412)(3 cr)(0+6)(pg. 100-105)
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Accepted for first reading

Chg ART A412 Advanced Watercolor (stacked with ART A312)(3 cr)(0+6)(pg. 106-111)

Accepted for first reading

Chg ART A499 Thesis (3 cr)(0+6)(pg. 112-122)

Accepted for first reading

Chg GEOL A490 Advanced Topics in Geology (Stacked with GEOL A690)
(1-4 cr)(1-4+0)(pg. 123-132)

No initiator present

Chg MILS A101 Leadership and Personal Development (1 cr)(1+0)(pg. 133-137)

Chg MILS A102 Introduction to Tactical Leadership (1 cr)(1+0)(pg. 138-140)

Chg MILS A450 History of the United States Army (3 cr)(3+0)(pg. 141-145)

Chg Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis
(pg. 146-152)

All MILS courses and programs are waived for first reading and approved for second

Chg MATH A107 College Algebra (4 cr)(4+0)(pg. 153-160)

Accepted for first reading, Going to GERC

Add MATH A430 Concepts of Topology (3 cr)(3+0)(pg. 161-164)

Waive first reading, approve for second

Chg Minor, Mathematics (pg. 165-166)

Chg Bachelor of Science, Mathematics (pg. 167)

Chg Bachelor of Arts, Mathematics (pg. 168-178)

Accepted for first reading

Chg GEO A365 Geomatics Adjustment and Analysis (4 cr)(4+0)(pg. 179-183)

Waive first reading, approve for second

Chg GEO A490 Selected Advanced Topics in Geomatics (1-6 cr)(0-6+0-12)/(pg. 184-187)

Waive first reading, approve for second

Chg GIS A490 Selected Advanced Topics in GIS (1-6 cr)(0-6+0-12)(pg. 188-191)

Waive first reading, approve for second

Chg Undergraduate Certificate, Geographic Information Systems (GIS)
(pg. 192-201)

Waive first reading, approve for second

Chg CA A101 The Hospitality Industry: Careers, Trends & Practices (2 cr)(2+0)(pg. 202-206)

Accepted for first reading

Chg CA A103 Quantity Food Purchasing (2 cr)(2+0)(pg. 207-212)

Accepted for first reading

Chg CA A104 Sanitation (2 cr)(2+0)(pg. 213-217)

Waive first reading, approve for second

Chg CA A107 Cost Control (3 cr)(3+0)(pg. 218-223)

Waive first reading, approve for second

Chg CA A110L Culinary Skill Development (4 cr)(2+8)(pg. 224-230)

Accepted for reading

Chg CA A111L Bakery Skill Development (4 cr)(2+8)(pg. 231-238)

Chg	CA A114	Beverage Management (3 cr)(3+0)(pg. 239-243)
Chg	CA A295	Foodservice Internship (3 cr)(1+15)(pg. 244-247)
Chg		AAS, Culinary Arts (pg. 248-249)
Chg		BA, Hospitality Restaurant Management (pg. 250-262)
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 A101	Principles of Financial Accounting I (3 cr)(3+0)(pg. 336-342)
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**

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

Lectures, demonstrations, class projects, assignments, sketchbooks, journals, and critiques.

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

A 200-level course that builds on department's foundation core curriculum.

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:

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

VIII. Suggested Texts

Meyer, Ralph. *The Artist's Handbook of Materials and Techniques*. New York, NY: Viking Press, 2000.

IX. Bibliography and Resources

Arthur, John. *Realist Drawing and Watercolors*. Boston, MA: New York Graphic Society, 1980.

Bayles, David and Ted Orland. *Art and Fear*. New York, NY: Image Continuum Press, 2001.

Chomicky, Yar. *Watercolor Painting*. Englewood Cliffs, NJ: Prentice-Hall, 1968.

Derkatsch, Innessa. *Transparent Watercolors: Painting, Methods and Materials*. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Gottsegan, Mark. *Manual of Painting Materials and Techniques*. New York, NY: Watson-Guptill, 1993.

Hart, Jan. *Watercolor Artist's Guide to Exceptional Color*. Minneapolis, MN: Walter Foster 2007.

Holman, Karlyn. *Watercolor Without Boundaries*. Cincinnati, OH: North Light Books, 2010.

Rodwell, Jenny. *Watercolor Guide to Mixing Colors*. Cincinnati, OH: North Light Books, 1997.

Soan, Hazel. *The Essence of Watercolor*. London, UK: Batsford 2011.

Tedeschi, Martha. *John Marin's Watercolors: A Medium for Modernism*. Chicago, IL: Art Institute, 2011.

Whitney, Edgar. *Complete Guide to Watercolor Painting*. New York, NY: Watson-Guptill, 1974.

Whyte, Mary. *Painting Portraits and Figures in Watercolor*. New York, NY: Watson-Guptill 2011.

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Deborah Tharp</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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 Note: May be repeated once for credit with substantive change in media or emphasis
- 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:

Lectures, demonstrations, class projects, assignments, sketchbooks, journals, and critiques.

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:

A 300-level course that builds on previous course work.

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:

Student Learning Outcomes	Assessment
Use watercolor painting skills and principles in reference to contemporary thought and practice	Studio projects
Develop self-critical solutions to course problems	Studio projects/class critiques
Explore the possibilities and limitations of approaches/media	Studio projects
Refine skills from initial concept to the finished project	Studio projects
Demonstrate conceptual, technical, traditional and non-traditional	Final projects

VIII. Suggested Text

Meyer, Ralph. *The Artist's Handbook of Materials and Techniques*. New York, NY: Viking Press, 2000.

IX. Bibliography and Resources

Arthur, John. *Realist Drawing and Watercolors*. Boston: New York, NY: Graphic Society, 1980.

Barber, John. *The Watercolor Wheel Book*. New York, NY: Axis Publishing, 2006.

Chomicky, Yar. *Watercolor Painting*. Englewood Cliffs, NJ: Prentice-Hall, 1968.

Derkatsch, Innessa. *Transparent Watercolors: Painting, Methods and Materials*. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Doherty, Stephen M. *Dynamic Still Lifes in Watercolor*. New York, NY: Watson-Guptill, 1983.

Gottsegan, Mark. *Manual of Painting Materials and Techniques*. New York, NY: Watson-Guptill, 1993.

Hart, Jan. *Watercolor Artist's Guide to Exceptional Color*. Minneapolis, MN: Walter Foster 2007.

Harrison, Hazel. *Master Strokes: Watercolor*. New York, NY: Sterling Publications, 1999.

Hendershot, Ray. *Texture Techniques for Watercolor*. Cincinnati, OH: North Light Books, 1999.

Holman, Karlyn. *Watercolor Without Boundaries*. Cincinnati, OH: North Light Books, 2010.

Kane, Annette. *Being Bold With Watercolor*. London, UK: Batsford, B.T. Ltd., 2011.

Rodwell, Jenny. *Watercolor Guide to Mixing Colors*. Cincinnati, OH: North Light Books, 1997.

Tedeschi, Martha. *John Marin's Watercolors: A Medium for Modernism*. Chicago, IL: Art Institute, 2011.

Thelin, Valfred. *Watercolor: Let the Medium Do It*. New York, NY: Watson-Guptill, 1983.

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Deborah Tharp</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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: | 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. |
| 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:

Lectures, demonstrations, class projects, assignments, sketchbooks, journals, and critiques.

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:

A 400-level course that requires and builds on a working knowledge of studio skills and techniques.

VI. Outline

- A. Overview of Techniques and Processes
 - 1. Review of Studio Practice.
 - 2. Continued Refinement of Skills and Conceptual Problem-Solving.
 - 3. Continued Experimentation with Traditional/Non-Traditional Approaches to Painting: Materials, Process, Formats.
- 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
- D. Initiate Development of Artistic Personal Language, Problem-Solving and Self-

Critical Abilities in Watercolor/ Painting.

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:

Student Learning Outcomes	Assessment
Integrate advanced watercolor skills/principles with contemporary thought and practice	Studio projects
Demonstrate self-critical approaches to image invention and conceptual development	Class critiques
Experiment with the possibilities and limitations of the watercolor media	Studio projects
Develop a continuing refinement of a personal artistic voice	Studio projects
Demonstrate conceptual and technical approaches to advanced watercolor painting	Final portfolio

VIII. Suggested Text:

Meyer, Ralph. *The Artist's Handbook of Materials and Techniques*. New York, NY: Viking Press, 2000.

IX. Bibliography and Resources

Arthur, John. *Realist Drawing and Watercolors*. Boston, MA: New York Graphic Society, 1980.

- Chomicky, Yar. *Watercolor Painting*. Englewood Cliffs, NJ: Prentice-Hall, 1968.
- Derkatsch, Innessa. *Transparent Watercolors: Painting, Methods and Materials*. Englewood Cliffs, NJ: Prentice-Hall, 1980.
- Gottsegen, Mark. *Manual of Painting Materials and Techniques*. New York, NY: Watson-Guptill, 1993.
- Hart, Jan. *Watercolor Artist's Guide to Exceptional Color*. Minneapolis, MN: Walter Foster 2007.
- Holman, Karlyn. *Watercolor Without Boundaries*. Cincinnati, OH: North Light Books, 2010.
- Silverman, Burt. *Breaking the Rules of Watercolor*. New York, NY: Watson-Guptill, 1983.
- Tedeschi, Martha. *John Marin's Watercolors: A Medium for Modernism*. Chicago, IL: Art Institute, 2011.

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: 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 properties in the visual realization of the thesis proposal	Exhibition of art work
Demonstrate the use of qualitative properties, originality and growth in ideas and thoughts as applied to the thesis proposal	Exhibition of art work
Demonstrate the technical mastery of material and presentation as expressed by formal means	Exhibition of art work

VIII. Suggested Text Not applicable

IX. Bibliography and Resources As directed by Thesis Proposal

Bachelor of Science, Nursing Science

Students pursuing the baccalaureate degree in Nursing Science are provided both the theory and clinical base to assess, plan, implement, and evaluate health care to meet the needs of individuals, families, groups, and communities. There are two Nursing Science options: the Basic Student Option and the Registered Nurse Option.

Student Learning Outcomes

At the completion of either the Basic Student Option or the Registered Nurse Option, graduates will have met the following Program Outcomes:

1. Demonstrate critical thinking by making evidence-based nursing judgments through the use of intellectual, interpersonal, and technical competencies to promote safe and effective client-centered care.
2. Implement caring behaviors in the practice of professional nursing using established standards, evidence based practice, and innovation to prevent illness and promote and restore health in order to meet the changing needs of diverse individuals, families, groups, and communities.
3. Utilize principles of management and leadership to collaborate as a member of the inter-professional care team by using a spirit of inquiry to direct clinical nursing practice.
4. Compare and contrast roles of the professional nurse in promoting optimal healthcare and policies locally, nationally, and globally.
5. Develop an individual plan for ongoing professional development and professional identity.

Honors in Nursing

Students majoring in Nursing Science are eligible to graduate with departmental honors by satisfying 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 BS in Nursing Science.
3. Earn a grade point average of 3.50 or higher in courses in the School of Nursing (courses with NS prefix).
4. Complete the following:
 - a. Obtain written support for the intent to graduate with honors from the faculty advisor.
 - b. Notify the chair of the baccalaureate program and the Baccalaureate Curriculum Committee in writing of the intent to graduate with honors prior to enrolling in the first semester of senior year classes.
 - c. Obtain approval to enroll in the honors electives from the baccalaureate chair and Baccalaureate Curriculum Committee prior to enrolling for first semester of senior year classes.
5. Satisfactorily complete the two honors electives* courses during the senior year of the baccalaureate Nursing program.

NS A440 Nursing Honors I - Project Exploration

NS A441 Nursing Honors II - Project Implementation

** These courses satisfy the required 3 hours of Nursing electives in the baccalaureate Nursing program.*

Basic Student Option

Admission Requirements

Students who apply to the baccalaureate Nursing major and who qualify for admissions to UAA at the baccalaureate level are admitted as pre-nursing majors. Admission as a pre-nursing major does not guarantee admission to the Nursing program. There are a limited number of seats available in each nursing course. Students must apply for admission to the Nursing major during the semester in which they are completing the final prerequisites for the first nursing courses.

Preference will be given to residents of the State of Alaska as defined by the university's policy on residency for tuition purposes. Applications must be submitted prior to October 1. The Baccalaureate Program will accept between 60 and 120 students each year. The School of Nursing strongly recommends that students submit their university application up to six

months prior to the School of Nursing deadline to ensure complete processing of the application and transcript evaluation. The process for advancement to the major and the formal admission to the Nursing major are:

1. Accepted by UAA as pre-nursing major with transcript evaluations (if any) from the Office of Admissions.
2. Attend a group advising session and follow-up advising sessions with a School of Nursing advisor. Call 907-786-4560 for pre-recorded information on group advising session.
3. Completion of specified prerequisite courses with a grade of C or better; specified prerequisite courses may not be repeated more than once.

BIOL A111 Human Anatomy and Physiology I (4) 8
and

BIOL A112 Human Anatomy and Physiology II (4)
CHEM A103/L Survey of Chemistry with Laboratory (4) 8
and

CHEM A104/L Introduction to Organic Chemistry and
Biochemistry with Laboratory (4)

ENGL A111 Methods of Written Communication (3) 6
and

ENGL A213 Writing in the Social and Natural Sciences (3)

For students not required to take ENGL A111, another GER written communication course must be completed to total 6 credits. For transfer students, grades from equivalent courses are substituted. (GER refers to UAA General Education Requirement.)

Choose one of the following three courses:

ENGL A120 Critical Thinking (3) 3
or

PHIL A101 Introduction to Logic (3)
or

PHIL A201 Introduction to Philosophy (3)
Oral communication GER 3

Humanities or fine arts or social science GER 3

PSY or SOC from GER social science list 3

4. An extracted minimum grade point average of 3.00 for courses required for the Bachelor of Science, Nursing Science. The GPA is calculated using grades from all courses required for the nursing major and completed at the time of application to the Nursing major.

5. Enrollment in or completion of: (A grade of C or higher is required in these courses.)

BIOL A240/L Introductory Microbiology
for Health Sciences 4

PSY A150 Lifespan Development 3

ANTH or ECON from social science GER list 3

Two humanities or fine arts or social science GERS 6

Either the reasoning skills requirement or PSY 150 Lifespan Development must be completed at the time of application to the baccalaureate major. Students must be enrolled in which ever of these requirements has not been completed.

6. Completion of the first 34 credits, as outlined in No. 3, and during enrollment in courses outlined in No. 5, the student meets with a nursing advisor to verify course completion and GPA and complete the application to the Nursing major. The student may call (907) 786-4550 to set up an appointment.
7. Completion of the pre-admission test.
8. School of Nursing Application File: The application file must be complete by October 1 deadline.
 - a. School of Nursing Application and Confidential Required Information Form on file in the school.

- b. Three letters of recommendation.
 - c. A current Plan of Study signed by a School of Nursing advisor on file with the School of Nursing.
 - d. Scores on pre-admission test.
9. Consideration of the application by the Admissions Committee:
- a. Formal admission to the nursing program is based on the student's relative standing on the minimum requirements outlined above. October 1 is the deadline for consideration by the Admissions Committee.
 - b. All applicants meeting the criteria described above will then be ranked according to the following 3 criteria for the admissions process:
 - i. Extracted minimum grade point average
 - ii. Extracted science GPA, which includes CHEM A103 and CHEM A104 and BIOL A111 and BIOL A112
 - iii. Preadmission test scores
10. Achievement of a C or higher in the specified courses for the major that are in progress when admission is sought (i.e., PSY A150, BIOL A240), and maintenance of a minimum 3.0 GPA until the semester of enrollment in beginning nursing courses (NS A204, NS A216, and NS A300).

Academic Progress

In order to progress within the clinical Nursing major, students must earn a satisfactory grade (C or higher or P) in all Nursing Sciences courses.

Re-enrollment: Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

Concurrent enrollment: Students enrolled in one course must be concurrently enrolled in all courses with that common number (NS A313, NS A313L; NS A315, NS A315L; NS A401, NS 401L; NS A406, NS A406L; NS A411, NS A411L, NS A416, NS A416L).

Basic student option progress: The four-semester clinical sequence must be completed in eight semesters and no more than a one-semester delay between sequential clinical courses will be permitted without validation of continued competence and currency.

Clinical Requirements

All students who are admitted to clinical nursing courses are required to provide copies of documentation of health and CPR prior to beginning those courses. Requirements marked with an asterisk (*) are considered valid only if the expiration date does not occur prior to the end of the semester of current enrollment:

1. Evidence of:
 - a. Immunizations for, or immunity to key conditions consistent with current clinical guidelines.
 - b. Documentation of HIV testing annually (results not required).*
 - c. Freedom from active tuberculosis, documented annual by negative PPD skin test or by health examination.*
2. Current Health Provider Certification in Cardiopulmonary Resuscitation (CPR) for infants, children and adults (information regarding acceptable courses may be obtained from the department).*
3. Results of a national level criminal background check.
4. Students enrolled in clinical courses must provide their own transportation to clinical assignments and are required to purchase uniforms and specialized equipment.
5. It is strongly recommended that students maintain personal medical insurance. The school assumes no responsibility for illnesses and injuries experienced by students in conjunction with their clinical experiences; students who are injured while completing clinical assignments are responsible for all associated medical costs.

Graduation Requirements

Students must complete the following graduation requirements:

General University Requirements

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

General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the nursing program, some required prerequisite courses fulfill general education requirements.

Major Requirements

1. Complete all 44-45 credits of support courses for the Nursing Science major with a grade of C or better. Courses marked with an asterisk (*) must be completed prior to admission to clinical nursing courses:

**ANTH or ECON	General Education Requirement	3
*BIOL A111	Human Anatomy and Physiology I	4
*BIOL A112	Human Anatomy and Physiology II	4
*BIOL A240	Introductory Microbiology for Health Sciences	4
*CHEM A103/L	Survey of Chemistry with Laboratory	4
*CHEM A104/L	Introduction to Organic Chemistry and Biochemistry with Laboratory	4
*DN A203	Nutrition for the Health Sciences	3
*ENGL A213	Writing in the Social and Natural Sciences	3
PSY A150**	Lifespan Development	3
PSY or SOC	General Education Course	3
Reasoning Skills**		3
ENGL A120	Critical Thinking (3)	3
	or	
PHIL A101	Introduction to Logic (3)	
	or	
PHIL A201	Introduction to Philosophy (3)	
STAT A252	Elementary Statistics (3)	3-4
	or	
STAT A307	Probability and Statistics (4)	

***Must be in addition to the required General Education Requirements.*

2. Nursing Courses: Complete required nursing courses for the Nursing Science major (67 credits).

NS A204	Technology and Nursing Informatics	3
NS A216	Pathophysiology	4
NS A300	Foundations of Nursing I: Roles, Processes, and Trends	4
NS A303	Foundations of Nursing II: Therapeutics	3
NS A303L	Foundations of Nursing II Laboratory	5
NS A309	Pharmacology in Nursing	3
NS A313	Health Disruptions I	3
NS A313L	Health Disruptions I Laboratory	3
NS A315	Health I: Nursing Therapeutics	3
NS A315L	Health I: Nursing Therapeutics Laboratory	3
NS A334a	Ethics and the Practice of Nursing: Personal and Professional Values	1
NS A334b	Ethics and the Practice of Nursing:	

	Communications	1
NS A334c	Ethics and the Practice of Nursing; Case Studies	1
NS A400	Nursing Research	3
NS A401	Health Disruptions II	3
NS A401L	Health Disruptions II Laboratory	2.5
NS A406	Nursing Therapeutics in Complex Health Disruptions	2
NS A406L	Nursing Therapeutics in Complex Health Disruptions Laboratory	2.5
NS A411	Health II: Nursing Therapeutics	3
NS A411L	Health II: Nursing Therapeutics Laboratory	3
NS A415	Nursing Management and Legal Perspectives	4
NS A416	Concentration in Clinical Nursing	0.5
NS A416L	Concentration in Clinical Nursing Lab	3.5
	Nursing elective (upper division)	3

3. A total of 126 credits is required for the degree; 42 credits must be upper division.

Registered Nurse Option

For students who hold current licensure as a Registered Professional Nurse in the state of Alaska, the school offers “RN-only” courses and sections within the nursing major designed to build upon the RN’s basic preparation and experience and to facilitate progress in meeting program objectives. Previous college credits are evaluated for comparability to established requirements within the program and may be accepted for transfer; in addition, credit by examination is available to satisfy some General Education Requirements. Additional information is available upon request.

Admission Requirements

Registered nurses returning to complete the baccalaureate degree in Nursing Science must successfully complete the same academic prerequisites as basic students. Students who apply to the baccalaureate nursing major and who qualify for admission to baccalaureate study are admitted as pre-nursing majors. Admission as a pre-nursing major does not guarantee admission to the nursing program. Registered Nurses must apply for admission to the nursing major during the semester in which they are completing the final prerequisites for NS A205. The deadline for RN admission is once a year on November 1 for the following summer. Formal admission to the nursing program is based on the registered nurse’s relative standing on the following minimum requirements:

1. Accepted by UAA as pre-nursing major with transcript evaluations from the Office of Admissions.
2. Current licensure as a Registered Professional Nurse in the state of Alaska. Verification of licensure on file with the school.
3. A current Plan of Study signed by a nursing advisor and the RN student on file with the School of Nursing. The student may call (907) 786-4550 to set up an advising session.
4. An extracted minimum grade point average of 2.00. The grade point average will be calculated using grades from all courses which are required for the nursing major that have been completed at the time of application to the major.
5. A grade of C or better in all specified courses required for the nursing major.
6. Completion of specified prerequisite courses at the time of application to the major (44 credits):

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
BIOL A240	Introductory Microbiology for Health Sciences	4

CHEM A103/L Survey of Chemistry with Laboratory 4

CHEM A104/L Introduction to Organic Chemistry and
Biochemistry with Laboratory 4

ENGL A111 Methods of Written Communication 3

ENGL A213 Writing in the Social and Natural Sciences 3

For students not required to take ENGL A111, another English composition course will be substituted. For transfer students, grades from equivalent courses will be substituted.

PSY A150 Lifespan Development 3

Choose one of the following three courses: 3

ENGL A120 Critical Thinking (3)

or

PHIL A101 Introduction to Logic (3)

or

PHIL A201 Introduction to Philosophy (3)

ANTH or ECON from social science GER list 3

Oral communication GER 3

Humanities or fine arts or social science GER 3

PSY or SOC from GER social science list 3

- Achieve a C in the specified courses for the major that are in progress when admission is sought and maintain a minimum 2.00 grade point average until beginning nursing courses.
- A School of Nursing application on file in the school.
- Three letters of recommendation, two of which must be professional recommendations.

Registered Nurse students not formally admitted by UAA as baccalaureate seeking students in the nursing program or admitted as pre-nursing majors are eligible to take Nursing electives for which prerequisites have been met.

RN Clinical Requirements

See Clinical Requirements under the Basic Student Option.

RN Academic Progress

See Academic Progress under the Basic Student Option.

Graduation Requirements

Students must complete the following graduation requirements:

General University Requirements

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

General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the Nursing program, some required prerequisite courses fulfill general education requirements.

Major Requirements

- Support Courses: Complete support courses for the Nursing Science major (44-45credits). All support courses must be completed with a grade of C or better prior to admission to 300-level clinical nursing courses:

ANTH or ECON* General Education Requirement 3

BIOL A111 Human Anatomy and Physiology I 4

BIOL A112 Human Anatomy and Physiology II 4

BIOL A240	Introductory Microbiology for Health Sciences	4
CHEM A103/L	Survey of Chemistry with Laboratory	4
CHEM A104/L	Introduction to Organic Chemistry and Biochemistry with Laboratory	4
DN A203	Nutrition for the Health Sciences	3
ENGL A213	Writing in the Social and Natural Sciences	3
PSY A150*	Lifespan Development	3
PSY or SOC	General Education Requirement	3
	Reasoning Skills:*	3
ENGL A120	Critical Thinking (3) or	3
PHIL A101	Introduction to Logic (3) or	
PHIL A201	Introduction to Philosophy (3)	
STAT A252	Elementary Statistics (3) or	3 - 4
STAT A307	Probability and Statistics (4)	

**Must be in addition to the required General Education Requirements.*

RN Licensure Credit

An accepted, degree-seeking UAA nursing student who has successfully passed the National Council Licensing Examination (NCLEX) and has current RN licensure in the state of Alaska may be granted the following UAA course credits (31 credits) upon admission to the nursing major:

NS A216	Pathophysiology	4
NS A309	Pharmacology in Nursing	3
NS A303	Foundations of Nursing II: Therapeutics	3
NS A303L	Foundations of Nursing II Laboratory	5
NS A313	Health Disruptions I	3
NS A313L	Health Disruptions I Laboratory	3
NS A401	Health Disruptions II	3
NS A401L	Health Disruptions II Lab	2.5
NS A406	Nursing Therapeutics in Complex Health Disruptions	2
NS A406L	Nursing Therapeutics in Complex Health Disruptions Laboratory	2.5

An administrative fee will be charged for these credits. To receive credits, the student must complete the appropriate form with a nursing advisor. Contact the School of Nursing (907) 786-4550 for further information.

2. Nursing courses for academic credit: Complete the following required nursing courses within the Nursing Science major (34 credits). Courses marked with an asterisk (*) must be completed with a grade of C or better prior to admission to 400-level clinical nursing courses.

*NS A205	Nursing Informatics	3
*NS A305	Health Assessment of Individuals	2
*NS A305L	Health Assessment of Individuals	

	Laboratory	1
*NS A308	Dimensions of Professional Nursing Practice	3
*NS A314	Health I for Registered Nurses	2
*NS A314L	Health I for Registered Nurses Laboratory	2
NS A333L	Ethics and the Practice of Nursing	3
NS A400	Nursing Research	3
NS A411	Health II: Nursing Therapeutics	3
NS A411L	Health II: Nursing Therapeutics Laboratory	3
NS A417	Management in Nursing	3
	Nursing electives (upper division)	6

Three credits of nursing elective may be met with a current recognized nursing certification.

3. Complete elective credits to total 126 credits.
4. A total of 126 credits is required for the degree, 42 credits of which must be upper division.

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Bachelor of Science, Nursing Science

Students pursuing the baccalaureate degree in Nursing Science are provided both the theory and clinical base to ~~enable them to~~ assess, plan, implement, and evaluate health care to meet the needs of individuals, families, groups, and communities ~~whose health status varies qualitatively and quantitatively. Students working on a degree in Nursing Science may choose from two options.~~ There are two Nursing Science options: the Basic Student Option and the Registered Nurse Option.

Student Learning Outcomes

At the completion of either the Basic Student Option or the Registered Nurse Option, graduates will have met the following Program Outcomes:

1. Demonstrate critical thinking by making evidence-based nursing judgments through the use of intellectual, interpersonal, and technical competencies to promote safe and effective client-centered care.
2. Implement caring behaviors in the practice of professional nursing using established standards, evidence based practice, and innovation to prevent illness and promote and restore health in order to meet the changing needs of diverse individuals, families, groups, and communities.
3. Utilize principles of management and leadership to collaborate as a member of the inter-professional care team by using a spirit of inquiry to direct clinical nursing practice.
4. Compare and contrast roles of the professional nurse in promoting optimal healthcare and policies locally, nationally, and globally.
5. Develop an individual plan for ongoing professional development and professional identity.

Honors in Nursing

Students majoring in Nursing Science are eligible to graduate with departmental honors by satisfying the following requirements:

- Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
- Meet the requirements for a BS in Nursing Science.
- Earn a grade point average of 3.50 or higher in courses within-in the School of Nursing (courses with NS prefix).
- Complete the following: ~~process~~
 - Obtain~~ing~~ written support for the intent to graduate with honors from the ~~individual's~~ faculty advisor.
 - Notify~~ing~~ the chair of the baccalaureate program and the Baccalaureate Curriculum Committee in writing of the intent to graduate with honors prior to enrolling in the first semester of senior year classes.
 - Obtain~~ing~~ approval to enroll in the honors electives from the baccalaureate chair and Baccalaureate Curriculum Committee prior to enrolling for first semester of senior year classes.
- Satisfactorily complete the two honors electives* courses during the senior year of the baccalaureate Nursing program.

- | | |
|---------|--|
| NS A440 | Nursing Honors I - Project Exploration |
| NS A441 | Nursing Honors II - Project Implementation |

* These courses satisfy the required 3 hours of Nursing electives in the baccalaureate Nursing program.

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Basic Student Option

Admission Requirements

Students who apply to the baccalaureate ~~N~~nursing major and who qualify for admissions to UAA at the baccalaureate nursing majors level are admitted as pre-nursing majors. Admissions as a pre-nursing major does not guarantee admission to the Nursing program. There are a limited number of seats available in each nursing course. Students must apply for admission to the ~~N~~nursing major during the semester in which they are completing the final prerequisites for the first nursing courses (~~see No. 6 below~~). Preference will be given to residents of the State of Alaska as defined by the university's policy on residency for tuition purposes. Applications must be submitted prior to October 1, ~~in the fall semester. The Baccalaureate Program will accept between 60 and 120 students each year, and February 1 in the spring semester.~~ The School of Nursing strongly recommends that students submit their university application up to six months prior to the School of Nursing deadlines to ensure complete processing of the application and transcript evaluation. The process for advancement to the major and the formal admission to the Nursing ~~program~~ major are:

1. UAA Certificate of Admission and Accepted by UAA as pre-nursing major with transcript evaluations (if any) from the Office of Admissions.
2. Attend a group advising session and follow-up advising sessions ~~Advising sessions~~ with a School of Nursing advisor. ~~The student attends a group advising session (eCall 907-786-4560, for pre-recorded information on group advising session).~~
- ~~3. An extracted minimum grade point average of 2.70 for courses required for the Bachelor of Science, Nursing Science. The CPA is calculated using grades from all courses required for the nursing major and completed at the time of application to the Nursing major.~~
4. Completion of specified prerequisite courses with a ~~A~~ grade of C or better; specified prerequisite courses may not be repeated more than once ~~higher in all specified courses required for the nursing major.~~
5. Completion of specified prerequisite courses:
(GER refers to UAA General Education Requirement)
BIOL A111/L Human Anatomy and Physiology I (4) ~~8~~ with Laboratory (4)
and
BIOL A112/L Human Anatomy and Physiology II (4)
CHEM A103/L Survey of Chemistry with Laboratory (4) 8
and
CHEM A104/L Introduction to Organic Chemistry and Biochemistry with Laboratory (4)
ENGL A111 Methods of Written Communication (3) 6
and
ENGL A213 Writing in the Social and Natural Sciences (3)

For students not required to take ENGL A111, another GER written communication course must be completed to total 6 credits. For transfer students, grades from equivalent courses are substituted. (GER refers to UAA General Education Requirement)

Choose one of the following three courses:

ENGL A120 Critical Thinking (3) 3

or

PHIL A101 Introduction to Logic (3)

or

PHIL A201 Introduction to Philosophy (3)

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~~(ENCL A120, PHIL A101 or PHIL A201) or PSY A150~~ Oral communication GER 3

Humanities or fine arts or social science GER 3

PSY or SOC from GER social science list 3

~~For students not required to take ENCL A111, another GER-written communication course must be completed to total 6 credits. For transfer students, grades from equivalent courses are substituted.~~

~~4. —An extracted minimum grade point average of 3.00 for courses required for the Bachelor of Science, Nursing Science. The GPA is calculated using grades from all courses required for the nursing major and completed at the time of application to the Nursing major.~~

~~56. Enrollment in, or credit completion of: (A grade of C or higher is required in these courses.)~~

BIOL A240/L Introductory Microbiology
for Health Sciences 4

PSY A150 ~~—Lifespan Development or (ENCL A120, PHIL A101 or PHIL A201)~~ 3

ANTH or ECON from social science GER list 3

Two hHumanities or fine arts or social science GERs 6

~~Either the reasoning skills requirement or PSY 150 Lifespan Development must be completed at the time of application to the baccalaureate major. Students must be enrolled in which ever of these requirements has not been completed.~~

~~7. —Applicants may not repeat any prerequisite course more than once.~~

~~86. Application to the baccalaureate nursing major. After c~~Completion of the first 34 credits, as outlined in No. ~~35~~, and during enrollment in courses outlined in No. ~~56~~, the student meets with ~~the coordinator of student affairs~~ a nursing advisor to verify course completion and GPA and completes ~~the~~ application to the Nnursing major. The student may call (907) 786-4550 to set up an appointment.

~~79. Completion of the pre-admission test.~~

~~8. —School of Nursing Application File: The application file must be complete by October 1 deadline.~~

~~—a.~~School of Nursing Application and Confidential Required Information Form on file in the school.

~~10. —b.~~—Three letters of ~~reference~~ recommendation.

~~11. —c.~~A current Plan of Study signed by a School of Nursing advisor on file with the School of Nursing.

~~—d.~~—Scores on pre-admission test.

~~9. —Consideration of the application by the Admissions Committee:~~

~~12. —a.~~—After completion of all the above steps, the student's file is forwarded to the school's Admissions Committee for acceptance into the nursing major. Formal admission to the nursing program is based on the student's relative standing on the minimum requirements outlined above. ~~There are two deadlines for consideration by the committee: October 1 in the following fall semester is the deadline for consideration by the Admissions Committee, and February 1 in the following spring semester.~~

~~13. —Achievement of a C or higher in the specified courses for the major that are in progress when admission is sought (i.e., PSY A150, BIOL A240), and maintenance of a minimum 2.70 GPA until the semester of enrollment in beginning nursing courses (NS A204 and NS A216).~~

~~14. Preference will be given to residents of the State of Alaska as defined by the university's policy on residency for tuition purposes.~~

~~—b.~~All applicants meeting the criteria described above will then be ranked according to the following 3 criteria for the admissions process:

~~—i.~~—Extracted minimum grade point average

~~—iii.~~—Extracted science GPA, which includes CHEM A103 and CHEM A104 and BIOL A111 and BIOL A112

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10. Achievement of a C or higher in the specified courses for the major that are in progress when admission is sought (i.e., PSY A150, BIOL A240), and maintenance of a minimum 3.0 GPA until the semester of enrollment in beginning nursing courses (NS A204, NS A216, and NS A300).

Academic Progress

In order to progress within the clinical Nursing major, students must earn a satisfactory grade (C or higher or P) in all Nursing Sciences courses.

Re-enrollment: Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

Concurrent enrollment: Students enrolled in one course must be concurrently enrolled in all courses with that common number (NS A313, NS A313L; NS A315, NS A315L; NS A401, NS 401L; NS A406, NS A406L; NS A411, NS A411L, NS A416, NS A416L).

Basic student option progress: The four-semester clinical sequence must be completed in eight semesters and no more than a one-semester delay between sequential clinical courses will be permitted without validation of continued competence and currency.

Clinical Requirements

All students who are admitted to clinical nursing courses are required to provide copies of documentation of health and CPR and personal liability insurance prior to beginning those courses. Requirements marked with an asterisk (*) are considered valid only if the expiration date does not occur prior to the end of the semester of current enrollment:

1. Evidence of:

a. —Immunizations for, or immunity to key conditions consistent with current clinical guidelines.

a. —Immunity to rubella and rubeola confirmed by titer;

b. —Immunity to hepatitis A and hepatitis B confirmed by titer (first semester clinical students may be in the process of completing the immunization series; for those students, documentation of immunity by titer is required prior to entry into second year courses);

c. —Diphtheria/tetanus vaccination within the last 10 years (booster required at time of expiration);

d. —Freedom from active tuberculosis, documented annually by negative PPD skin test or by health examination by a nurse practitioner, physician, or physician's assistant.*

e. —Immunity to chicken pox confirmed by health history, titer, or immunization;

f. —Documentation of HIV testing annually (results not required).*

g. —Freedom from active tuberculosis, documented annual by negative PPD skin test or by health examination.*

2. Current Health Provider Certification in Cardiopulmonary Resuscitation (CPR) for infants, children and adults (information regarding acceptable courses may be obtained from the department).*3. —Professional liability insurance in the amount of \$1 million/\$3 million; insurance must be maintained throughout the duration of the student's enrollment in clinical nursing courses. (Specific information regarding acceptable professional liability insurance policies may be obtained directly from the program).*

4.3. Results of a national level criminal background check.

4. —Students enrolled in clinical courses must provide their own transportation to clinical assignments and are will be required to purchase uniforms and specialized equipment.

5.— It is strongly recommended that students maintain personal medical insurance. The school assumes no responsibility for illnesses and injuries experienced by students in conjunction with their clinical experiences; students who are

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injured while completing clinical assignments are responsible for all associated medical costs. ~~It is strongly recommended that students maintain personal medical insurance.~~

Academic Progress

~~In order to progress within the baccalaureate nursing program, students must earn a satisfactory grade (C or higher or P) in all Nursing Sciences courses.~~

~~Re-enrollment: Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.~~

~~Concurrent enrollment: Students enrolled in one course must be concurrently enrolled in all courses with that common number (NS A313, NS A313L, NS A315, NS A315L, NS A401, NS 401L, NS A406, NS A406L, NS A411, NS A411L, NS A416, NS A416L).~~

~~Basic student option progress: The four semester clinical sequence must be completed in seven semesters and no more than a one semester delay between sequential clinical courses will be permitted without validation of continued competence and currency.~~

Graduation Requirements

Students must complete the following graduation requirements:

General University Requirements

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

General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the nursing program, some required prerequisite courses fulfill general education requirements.

Major Requirements

1. Complete all ~~44-45~~ 44 credits of support courses for the Nursing Science major with a grade of C or better.

Courses marked with an asterisk (*) must be completed prior to admission to clinical nursing courses:

**ANTH or ECON	General Education Requirement	3
*BIOL A111	Human Anatomy and Physiology I	4
*BIOL A112	Human Anatomy and Physiology II	4
*BIOL A240	Introductory Microbiology for Health Sciences	4
*CHEM A103/L	Survey of Chemistry with Laboratory	4
*CHEM A104/L	Introduction to Organic Chemistry and Biochemistry with Laboratory	4
*DN A203	Nutrition for the Health Sciences	3
*ENGL A213	Writing in the Social and Natural Sciences	3
PHIL A302	Biomedical Ethics	3
PSY A150**	Lifespan Development	3
PSY or SOC	General Education Course	3
Reasoning Skills**		3
ENGL A120, or	Critical Thinking (3)	3
	or	
PHIL A101	Introduction to Logic (3)	
	or	
PHIL A201	Introduction to Philosophy (3)	PHIL A101, or PHIL A201
STAT A252	Elementary Statistics (3)	3-4
	or	

STAT A307 Probability and Statistics (4)

***Must be in addition to the required General Education Requirements.*

2. Nursing Courses: Complete required nursing courses for the Nursing Science major (674 credits).

NS A204	Technology and Nursing Informatics	3
NS A216	Pathophysiology	4
NS A300	Foundations of Nursing I: <u>Roles,</u> <u>Processes, and Trends</u>	4
NS A303	Foundations of Nursing II: <u>Therapeutics</u>	3
NS A303L	Foundations of Nursing II <u>Laboratory</u>	5
NS A309	Pharmacology in Nursing	3
NS A313	Health Disruptions I	3
NS A313L	Health Disruptions I <u>Laboratory</u>	3
NS A315	Health I: Nursing Therapeutics	3
NS A315L	Health I: Nursing Therapeutics <u>Laboratory</u>	3
<u>NS A334a</u>	<u>Ethics and the Practice of Nursing:</u> <u>Personal and Professional Values</u>	<u>13</u>
<u>NS A334b</u>	<u>Ethics and the Practice of Nursing:</u> <u>Communications</u>	<u>13</u>
<u>NS A334c</u>	<u>Ethics and the Practice of Nursing:</u> <u>Case Studies</u>	<u>13</u>
NS A400	<u>Research in Nursing</u> <u>Research</u>	3
NS A401	Health Disruptions II	3
NS A401L	Health Disruptions II <u>Laboratory</u>	2.5
NS A406	Nursing Therapeutics in Complex Health Disruptions	2
NS A406L	Nursing Therapeutics in Complex Health Disruptions <u>Laboratory</u>	2.5
NS A411	Health II: Nursing Therapeutics	3
NS A411L	Health II: Nursing Therapeutics <u>Laboratory</u>	3
NS A415	Nursing Management and Legal Perspectives	4
NS A416	Concentration in Clinical Nursing	0.5
NS A416L	Concentration in Clinical Nursing Lab	3.5
	Nursing elective (upper division)	3

3. A total of 126 credits is required for the degree; 42 credits must be upper division.

Registered Nurse Option

For students who hold current licensure as a Registered Professional Nurse in the state of Alaska, the school offers “RN-only” courses and sections within the nursing major designed to build upon the RN’s basic preparation and experience and to facilitate progress in meeting program objectives. Previous college credits are evaluated for comparability to established requirements within the program and may be accepted for transfer; in addition, credit by examination is available to satisfy some General Education Requirements. Additional information is available upon request.

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Admission Requirements

Registered nurses returning to complete the baccalaureate degree in Nursing Science must successfully complete the same academic prerequisites as basic students. Students who apply to the baccalaureate nursing major and who qualify for admission to baccalaureate study are admitted as pre-nursing majors. Admission as a pre-nursing major does not guarantee admission to the nursing program. Registered Nurses must apply for admission to the nursing major during the semester in which they are completing the final prerequisites for NS A204~~5~~. The deadline ~~is~~ for RN admission ~~is~~ ~~twice is once~~ a year on November 1 ~~and March 1~~ for the following summer. Formal admission to the nursing program is based on the registered nurse's relative standing on the following minimum requirements:

1. ~~Accepted by UAA as pre-nursing major UAA Certificate of Admission and with~~ transcript evaluations from the Office of ~~the Registrar~~ Admissions.
2. Current licensure as a Registered Professional Nurse in the state of Alaska. Verification Copy of licensure on file with the school.
3. A current Plan of Study signed by a nursing advisor and the RN student on file with the School of Nursing ~~and Health Sciences~~. The student may call (907) 786-4550 to set up an advising session.
4. An extracted minimum grade point average of 2.00. The grade point average will be calculated using grades from all courses which are required for the nursing major that have been completed at the time of application to the major.
5. A grade of C or better in all specified courses required for the nursing major.
6. Completion of ~~or credit for~~ specified prerequisite courses at the time of application to the major (44 credits); (47 credits):

~~BIOL A111 Human Anatomy and Physiology I 4~~

BIOL A112 Human Anatomy and Physiology II 4

~~BIOL A240 Introductory Microbiology for Health 4~~

~~Sciences~~

~~CHEM A103/L Survey of Chemistry with Laboratory 4~~

CHEM A104/L Introduction to Organic Chemistry and

Biochemistry with Laboratory 4

~~ENGL A111 Methods of Written Communication 3~~

ENGL A213 Writing in the Social and Natural Sciences 3

For students not required to take ENGL A111, another English composition course will be substituted. For transfer students, grades from equivalent courses will be substituted.

~~PSY A150 Lifespan Development 3~~

~~Choose one of the following three courses: 3~~

~~COMM A114 ENGL A120 Critical Thinking (3)~~

~~or~~

~~PHIL A101 Introduction to Logic (3)~~

~~or~~

~~PHIL A201 Introduction to Philosophy (3)~~

~~, ENGL A120, PHIL A101,~~

~~PHIL A201, or PSY A150 3~~

~~General Education Requirement 3~~

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~~ANTH or ECON from social science GER list~~ ~~3~~

~~Oral communication GER~~ ~~3~~

~~Humanities or fine arts or social science GER~~ ~~3~~

~~PSY or SOC from GER social science list~~ ~~3~~

~~For students not required to take ENCL A111, another English composition course will be substituted. For transfer students, grades from equivalent courses will be substituted.~~

~~7. Enrollment in, or credit for,~~

~~BIOL A112 Human Anatomy and Physiology II 4~~

~~CHEM A104/L Introduction to Organic Chemistry and~~

~~Biochemistry with Laboratory 4~~

~~ENGL A120, PHIL A101, or PHIL A201 3~~

~~ENGL A213 Writing in the Social and Natural~~
~~Sciences 3~~

~~at the time of application to the major, on achieving Z-Achieve~~ a C in the specified courses for the major that are in progress when admission is sought (i.e., CHEM A104/L, BIOL A112), and ~~maintain on maintaining~~ a minimum 2.00 grade point average until beginning nursing courses.

8. A School of Nursing ~~and Health Sciences~~-application on file in the school.

9. Three letters of ~~recommendation-reference, one-two~~ of which must be a ~~professional-reference~~ ~~recommendations~~.

Registered Nurse students not formally admitted by UAA as a ~~baccalaureate seeking students~~ in the nursing program or admitted as pre-nursing majors are eligible to take ~~the following courses;~~ Nursing electives for which prerequisites have been met.

~~• Nursing electives for which prerequisites have been met.~~

RN Clinical Requirements

See Clinical Requirements under the Basic Student Option.

RN Academic Progress

See Academic Progress under the Basic Student Option.

Graduation Requirements

Students must complete the following graduation requirements:

General University Requirements

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

General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter. In the Nursing program, some required prerequisite courses fulfill general education requirements.

Major Requirements

1. Support Courses: Complete support courses for the Nursing Science major (44-44-45 credits). All support courses must be completed with a grade of C or better prior to admission to 300-level clinical nursing courses:

ANTH or ECON* General Education Requirement 3

BIOL A111 Human Anatomy and Physiology I 4

BIOL A112 Human Anatomy and Physiology II 4

BIOL A240 Introductory Microbiology for Health Sciences 4

CHEM A103/L Survey of Chemistry

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	with Laboratory/Lab	4
CHEM A104/L	Introduction to Organic Chemistry and Biochemistry	
	with Laboratory/Lab	4
DN A203	Nutrition for the Health Sciences	3
ENGL A213	Writing in the Social and Natural Sciences	3
PHIL A302	Biomedical Ethics	3
PSY A150*	Lifespan Development	3
PSY or SOC	General Education Requirement	3
Reasoning Skills:*		3
ENGL A120	Critical Thinking (3)	3
	or	
PHIL A101	Introduction to Logic (3)	
	or	
PHIL A201	Introduction to Philosophy (3), or PHIL A101, or PHIL A201	
STAT A252	Elementary Statistics (3)	3 - 4
	or	
STAT A307	Probability and Statistics (4)	

*Must be in addition to the required General Education Requirements.

RN Licensure Credit

An accepted, degree-seeking UAA nursing student who has successfully passed the National Council Licensing Examination (NCLEX) and has current RN licensure in the state of Alaska may be granted the following UAA course credits (~~26.5-31~~ credits) upon admission to the nursing major:

NS A216	Pathophysiology	4
NS A309	Pharmacology in Nursing	3
NS A303	Foundations of Nursing II:	
	Therapeutics	3
NS A303L	Foundations of Nursing II Laboratory	5
NS A313	Health Disruptions I	3
NS A313L	Health Disruptions I Laboratory	3
NS A401	Health Disruptions II	3
NS A401L	Health Disruptions II Lab	2.5
NS A406	Nursing Therapeutics in Complex Health Disruptions	2
NS A406L	Nursing Therapeutics in Complex Health Disruptions Laboratory	2.5

An administrative fee will be charged for these credits. To receive credits, the student must complete the appropriate form with a nursing advisor. Contact the School of Nursing (907) 786-4550 for further information.

2. Nursing courses for academic credit: Complete the following required nursing courses within the Nursing Science major (~~34.4~~ credits). Courses marked with an asterisk (*) must be completed with a grade of C or better prior to admission to 400-level clinical nursing courses.

*NS A205	Nursing Informatics	3
*NS A305	Health Assessment of Individuals	2
*NS A305L	Health Assessment of Individuals Laboratory	1
*NS A308	Dimensions of Professional Nursing	

	Practice	3
*NS A314	Health I for Registered Nurses	2
*NS A314L	Health I for Registered Nurses Laboratory	2
NS A333L	Ethics and the Practice of Nursing	3
NS A400	Nursing Research	3
NS A408	Complex Health Disruptions: Nursing Therapeutics	2
NS A408L	Complex Health Disruptions: Nursing Therapeutics Lab	2
NS A411	Health II: Nursing Therapeutics	3
NS A411L	Health II: Nursing Therapeutics Laboratory	3
NS A417	Management in Nursing	3
	Nursing electives (upper division)	6

Three credits of nursing elective may be met with a current recognized nursing certification.

3. Complete elective credits to total 126 credits.
4. A total of 126 credits is required for the degree, 42 credits of which must be upper division.

FACULTY

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Course Content Guide
University of Alaska Anchorage
Department of Geological Sciences

GEOL A490
Advanced Topics in Geology

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:

Faure, G. and Mensing, 2010. *Isotopes, Principles and Applications* of 4th ed., Wiley, 897p.

Hoeffs, J., 1997. *Stable Isotope Geochemistry*. Springer, 201p.

IX. Bibliography

References will vary depending on the selected topic.

Example from Isotope Geochemistry above.

Canfield, D.E., 2001. Biogeochemistry of Sulfur Isotopes in Stable Isotope Geochemistry, J.W. Valley and D.R. Cole eds. Mineralogical Society of America. pp. 607-626.

Cerling, T.E., Harris, J.M., 1999. Carbon isotope fractionation between diet and bioapatite in ungulate mammals and implications for ecological and paleoecological studies. *Oecologia*, 120, pp. 347-363.

Gee, A.K., and Bruland, K.W., 2002. Tracing Ni, Cu, and Zn kinetics and equilibrium partitioning between dissolved and particulate phases in South San Francisco Bay, California, using stable isotopes and high-resolution inductively coupled plasma mass spectrometry. *Geochimica et Cosmochimica Acta*, vol 66, no. 17, pp. 3063-3083.

Gelinas, Y., and Schmit, J.P., 1997. Extending the use of stable lead isotope ratios as a tracer in bioavailability studies. *Environmental Science and Technology*, vol. 31, pp. 1968-1972.

Hobbie, E. A., Macko, S.A., Shugart, H.H., 1999. Interpretation of nitrogen isotope signatures using the NIFTE model. *Oecologia*, 120, pp. 405-415.

Monna, F., Othman, D.B., Luck, J.M., 1995. Pb isotopes and Pb, Zn, and Cd concentrations in rivers feeding a coastal pond (Thau, southern France): constraints on the origin(s) and flux(es) of metals. *The Science of the Total Environment*, 166, pp. 19-34.

Sjostrom, D.J., et al., 2006. Stable isotopic evidence for a pre-late Miocene elevation gradient in the Great Plains-Rocky Mountain region, USA. *Geological Society of America Special Paper* 398, pp. 309-319.

Thompson, L.G., et al., 2002. Kilimanjaro Ice Core Records: Evidence of Holocene Climate Change in Tropical Africa. *Science*, vol 298, pp. 589-593.

Course Content Guide
University of Alaska Anchorage
Department of Geological Sciences

GEOL A690
Graduate Topics in Geology

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:

Faure, G. and Mensing, 2010. *Isotopes, Principles and Applications* of 4th ed., Wiley, 897p.

Hoeffs, J., 1997. *Stable Isotope Geochemistry*. Springer, 201p.

IX. Bibliography

References will vary depending on the selected topic.

Example from Isotope Geochemistry above.

Canfield, D.E., 2001. Biogeochemistry of Sulfur Isotopes in Stable Isotope Geochemistry, J.W. Valley and D.R. Cole eds. Mineralogical Society of America. pp. 607-626.

Cerling, T.E., Harris, J.M., 1999. Carbon isotope fractionation between diet and bioapatite in ungulate mammals and implications for ecological and paleoecological studies. *Oecologia*, 120, pp. 347-363.

Gee, A.K., and Bruland, K.W., 2002. Tracing Ni, Cu, and Zn kinetics and equilibrium partitioning between dissolved and particulate phases in South San Francisco Bay, California, using stable isotopes and high-resolution inductively coupled plasma mass spectrometry. *Geochemica et Cosmochimica Acta*, vol 66, no. 17, pp. 3063-3083.

Gelinas, Y., and Schmit, J.P., 1997. Extending the use of stable lead isotope ratios as a tracer in bioavailability studies. *Environmental Science and Technology*, vol. 31, pp. 1968-1972.

Hobbie, E. A., Macko, S.A., Shugart, H.H., 1999. Interpretation of nitrogen isotope signatures using the NIFTE model. *Oecologia*, 120, pp. 405-415.

Monna, F., Othman, D.B., Luck, J.M., 1995. Pb isotopes and Pb, Zn, and Cd concentrations in rivers feeding a coastal pond (Thau, southern France): constraints on the origin(s) and flux(es) of metals. *The Science of the Total Environment*, 166, pp. 19-34.

Sjostrom, D.J., et al., 2006. Stable isotopic evidence for a pre-late Miocene elevation gradient in the Great Plains-Rocky Mountain region, USA. Geological Society of America Special Paper 398, pp. 309-319.

Thompson, L.G., et al., 2002. Kilimanjaro Ice Core Records: Evidence of Holocene Climate Change in Tropical Africa. Science, vol 298, pp. 589-593.

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:

Gisslen, W. (2012). *Professional baking* (6th ed.). New York, NY: John Wiley & Sons

IX.

Bibliography:

Amendola, J. (2003). *The bread bakers manual* (5th ed.). New York, NY: John Wiley & Sons

Friberg B. (2002). *Professional pastry chef* (4th ed.). New York, NY: John Wiley & Sons

Hamelman, J. (2004). *Bread*. New York, NY: John Wiley & Sons

Reinhart, P. (2001). *The bread bakers apprentice*. Berkley, CA: Ten Speed Press

Rinsky, G. (2009). *Pastry chef's companion*. New York NY: John Wiley & Sons

Suas, M. (2008). *Advanced bread & pastry*. Detroit, MI: Delmar

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:

Student will:	Assessment procedures:
Identify the importance of sanitation and safety with basic principles as it pertains to bakery operations	Written assignments Exams
Analyze the use and operation of baking and pastry equipment	Quizzes Laboratory performance
Identify different ingredients used in bakery production and their function	Exams Quizzes Performance analysis
Analyze baked products and compare to industry standards	Evaluations Performance analysis
Prepare bakery products through the use of standardized formulas and mixing techniques	Exams Performance analysis
Utilize computer to research/develop recipes, for purchasing specification, costing and inventory control	Performance test
Utilize culinary and bakery vocabulary	Quizzes

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:

Katsigris, C. (2011). *The bar and beverage book* (5th ed.). Hoboken, NJ: John Wiley and Sons

VIII.

Bibliography:

Grossman, H.J. (1983). *Grossman's guide to wine, beer and spirits* (7th ed.). Hoboken, NJ: John Wiley & Sons

Katsigris, C. (1999). *The bar and beverage book-basics of profitable management* (2nd ed.). Hoboken, NJ: John Wiley & Sons

Koplan, S. (2002). *The culinary institute of America's complete guide to the wines of the world* (2nd ed.). Hoboken, NJ: John Wiley & Sons

National Restaurant Association. *National Restaurant Association: Servsafe alcohol training*. Retrieved November 12, 2011 from www.nraef.org/servsafe/alcohol/

Ninemeier, J.D. (2004). *Planning and control for beverage operations* (6th ed.). Lansing, MI: Educational Institute of the American Hotel and Motel Association

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:

Student will:	Assessment procedures:
Review planning and development of successful bar operations	Discussion and quiz
Identify and understand the basic components of bar service equipment and glassware	Discussion and quiz
Describe the fundamentals of wine types, origins, productions and classifications	Discussion and quiz
Describe spirits, cordials and beer and their origins and production methods	Discussion and quiz
Review legal factors in alcohol service, costing, pricing and control	Discussion and quiz
Develop a wine and beer list for a food service operation	Project Term paper

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 faculty mentor
 - 4.1 Discuss worksite learning experiences
 - 4.2 Discuss process improvements or situational resolutions

VII. Suggested Text:

Dopson, L., Hayes, D. (2010). *Food and beverage cost control* (5th ed.). Hoboken, NY: John Wiley & Sons.

VIII. Bibliography:

Gilmore, S. (2005). *Cases in human resource management in hospitality*. Upper Saddle River, NJ: Pearson Prentice Hall

Bott, P. (1997). *Teaching your occupation to others* (2nd ed.). Needham Heights, MA: Allyn & Bacon

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:

Student will:	Assessment procedures:
Self-determine, with faculty mentor consultation, 3-5 learning objectives to be accomplished through internship work experience	Discussion with faculty mentor Work journal
Self-evaluate performance compared to learning objectives	Discussion with faculty mentor Self-Evaluation I Self-Evaluation II Employer Evaluation I Employer Evaluation II
Accumulate 225 actual work hours at internship site	Work journal



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

A handwritten signature in blue ink, reading 'Tim Doebler', is written over the 'From:' line of the memo.

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



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

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CULINARY ARTS

Lucy Cuddy Hall (CUDY), Room 126, (907) 786-1487

www.uaa.alaska.edu/ctc/culinary

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 (28credits):

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 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:

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)	

HA 442	Advanced Food & Beverage Management (3)
HA 477	Casino Management (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 (27credits):

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
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5.

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.

CULINARY ARTS

Lucy Cuddy Hall (CUDY), Room 126, (907) ~~786-4728~~ [786-1487](tel:786-1487)

www.uaa.alaska.edu/ctc/culinary

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 A10103	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 A~~103~~110L 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~~ 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.
- ~~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) [786-4728786-1487](tel:786-4728786-1487) 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~~ 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) | |
| HA 442 | Advanced Food & Beverage
Management (3) | |
| HA 477 | Casino Management (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 (24-27 credits):

a. Complete the following:

DN A101	Principles of Nutrition (3)	3
DN A151	Nutrition Through the Life Cycle	3
DN A203	Nutrition for the Health Sciences	3
DN A151	Nutrition Through the Life Cycle	3
DN A155	Survey of Alaska Native	3
_____	Nutrition (3)	3
_____	or	
DN A215	Sports Nutrition (3)	
DNA 255	Concepts of Healthy Food	3
DN A303	Preventive and Therapeutic	
_____	Nutrition	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 The~~ Nutrition Core can be completed ~~entirely~~ online through UAA.

4. Internship Requirement

CA A495 Hospitality Internship 6

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

**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:	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 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 Physical Therapist (PT)/Physical Therapist Assistant (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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Describe the historical events that led to the formation of the profession of Physical Therapy as it exists today.	Written assignments and examinations
2. Describe the structure of APTA with regards to governance and leadership.	Written assignments and examinations
3. Recognize APTA policies regarding role, function, and supervisory relationships between PTs and PTAs.	Written assignments and examinations
4. Identify possible employment settings for a PTA and the influence of setting on role and responsibilities.	Written assignments and examinations
5. Recognize the legal and ethical responsibilities of a PTA in the state of Alaska.	Written assignments and examinations, classroom discussions
6. Communicate effectively with patients, caregivers, and colleagues.	Written assignments and examinations, role playing
7. Write a patient note in SOAP format (Subjective, Objective, Assessment, Plan).	Written assignments and examinations
8. Identify and model professional behaviors in a simulated patient encounter/case scenario.	Written assignments and examinations, role playing
9. Identify situations in which communication with the supervising physical therapist or emergency services are warranted.	Written assignments, exams, in class discussions
10. Delegate tasks appropriately to support personnel.	Written assignments, exams, in class discussions

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)

Bircher W. *Lukan's Documentation for Physical Therapist Assistants*. 3rd ed. Philadelphia, PA: FA Davis; 2007.

Dreeben-Imiria O. *Introduction to Physical Therapy for Physical Therapist Assistants*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2011.

Duesterhaus Minor M, Duesterhaus Minor S. *Patient Care Skills*. 6th ed. Norwalk, CT: Appleton & Lange; 2009.

VII. Bibliography

Davis C. *Patient Practitioner Interaction: An Experiential Manual for Developing the Art of Health Care*. Thorofare, NJ: Slack, Inc.; 2011.

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

Erickson M, McKnight B. *Documentation Basics: A Guide for Physical Therapist Assistant*. Thorofare, NJ: Slack Inc.; 2012.

Friedman H. *Foundations of Health Psychology*. New York, NY: Oxford University Press; 2007.

Pierson FM, Fairchild S. *Principles and Techniques of Patient Care*. 4th ed. St Louis, MO: Saunders; 2007.

Rothstein J, Roy S, Wolf S. *The Rehabilitation Specialist's Handbook*. 3rd ed. Philadelphia, PA: FA Davis; 2005.

Statutes and Regulations; Physical and Occupational Therapy. In: Department Of Commerce, Community, and Economic Development, Division of Corporations Business and Professional Licensing, eds. <http://commerce.alaska.gov/occ/pub/PT-OTStatutes.pdf>. Accessed November 17, 2012.

**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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Assess and document vital signs.	Written assignments and examinations, practical examinations skills checks
2. Identify vital sign norms for adults, children and geriatrics.	Written assignments and examinations, practical examinations skills checks
3. Assess and document anthropometric characteristics.	Written assignments and examinations, practical examinations skills checks

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 physical therapy intervention should not be provided.	Written assignments, exams, in class discussions, practical examinations
11. Recognize when clinical findings obtained indicate that the Physical Therapist Assistant should communicate with the supervising Physical Therapist 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.

Montgomery J, Hislop H, Avers D. *Daniels and Worthingham's Muscle Testing: Techniques of Manual Examination*. 8th ed. Philadelphia, PA: Elsevier; 2007.

VII. Bibliography

Bircher W. *Lukan's Documentation for Physical Therapist Assistants*. 3rd ed. Philadelphia, PA: FA Davis; 2007.

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

Erickson M, McKnight B. *Documentation Basics: A Guide for Physical Therapist Assistant*. Thorofare, NJ: Slack Inc.; 2012.

Kendall FP, McCreary EK, Provance PG, Rodgers MM, Romani WA. *Muscles: Testing and Function, with Posture and Pain*. Baltimore, MD: Lippincott, Williams and Wilkins; 2005.

Norkin C, White J. *Measurement of Joint Motion: A Guide to Goniometry*. 4th ed. Philadelphia, PA: FA Davis; 2009.

Pierson FM, Fairchild S. *Principles and Techniques of Patient Care*. 4th ed. St Louis, MO: Saunders; 2007.

**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:	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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Apply basic kinesiological terms, including anatomical position, type and direction of movement and planes of movement when analyzing human motion.	Written and practical exams
2. Identify the major muscles of the body and explain their primary contributions to movement.	Written and practical exams
3. Define and describe basic concepts and terminology relating to posture, balance, lifting, reaching, grasping and walking.	Written and practical exams
4. Discuss biomechanical properties of the upper extremity, lower extremity and spine and relevant tissue including muscle, bone and nerve.	Written and practical exams
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.	Written and practical exams
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).	Written and practical exams
7. Compare and contrast normal human movement to abnormal movement caused by selected pathological conditions.	Written and practical exams
8. Apply Newtonian mechanics as they apply to specific human tissues and the human body as a whole.	Written and practical exams
9. Demonstrate an understanding of healthy postural alignment and identify dysfunctional adaptations.	Written and practical exams, skills checks
10. Apply an understanding of joint motion to goniometry and muscle testing.	Written and practical exams, skills checks

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

Floyd RT. *Structural Kinesiology*. 17th ed. New York, NY: McGraw-Hill; 2009.

Hall SJ. *Basic Biomechanics*. 6th ed. New York, NY: McGraw-Hill; 2012.

VII. Bibliography

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

Duesterhaus Minor M, Duesterhaus Minor S. *Patient Care Skills*. 6th ed. Norwalk, CT: Appleton & Lange; 2009.

Lippert L. *Clinical Kinesiology and Anatomy*. 5th ed. Philadelphia, PA: FA Davis; 2011.

Montgomery J, Hislop H, Avers D. *Daniels and Worthingham's Muscle Testing: Techniques of Manual Examination*. 8th ed. Philadelphia, PA: Elsevier; 2007.

Neumann D. *Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation*. 2nd ed. St Louis, MO: Mosby; 2009.

Norkin C, White J. *Measurement of Joint Motion: A Guide to Goniometry*. 4th ed. Philadelphia, PA: FA Davis; 2009.

Rothstein J, Roy S, Wolf S. *The Rehabilitation Specialist's Handbook*. 3rd ed. Philadelphia, PA: FA Davis; 2005.

**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: 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Identify clinical presentations of diseases and disorders.	Written and practical exams
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.	Written and practical exams

3. Safely perform and assess patient response to physical therapy interventions for diseases and disorders.	Written and practical exams, role playing
4. Identify major medical and surgical interventions for the management of diseases and disorders.	Written and practical exams
5. Document performance of and patient response to the interventions in the patient's medical record.	Written and practical exams
6. Recognize when a patient's response to interventions indicate that physical therapy intervention should not be provided.	Written and practical exams, role playing
7. Recognize when a patient response to interventions indicate that the Physical Therapist Assistant should communicate with the supervising Physical Therapist 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 physical therapy 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

Kisner C, Colby L. *Therapeutic Exercise: Foundations and Techniques*. 5th ed. Philadelphia, PA: FA Davis; 2007.

Moini J. *Introduction to Pathology for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Learning; 2012.

VII. Bibliography

Allen R. Physical Agents Used in the Management of Chronic Pain by Physical Therapists. *Phys Med Rehabil Clin N Am*. 2006;17:315-345.

Bandy W, Sanders B. *Therapeutic Exercise for Physical Therapist Assistants: Techniques for Intervention*. Baltimore, MD: Lippincot Williams & Wilkins; 2008.

Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.

Bottomley J. *Geriatric Rehabilitation: A Textbook for the Physical Therapist Assistant*. Thorofare, NJ: Slack Inc.; 2010.

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Goodman C, Fuller K. *Pathology: Implications for the Physical Therapist*. 3rd ed. St. Louis, MO: Saunders; 2009.

Hillegass E, Sadowsky H. *Essentials of Cardiopulmonary Physical Therapy*. 3rd ed. Philadelphia, PA: Saunders; 2011.

O'Shea RK. *Pediatrics for the Physical Therapist Assistant*. St Louis, MO: Saunders; 2009.

Rothstein J, Roy S, Wolf S. *The Rehabilitation Specialist's Handbook*. 3rd ed. Philadelphia, PA: FA Davis; 2005.

Shankman GA, Manske RC. *Fundamental Orthopedic Management for the Physical Therapist Assistant*. 3rd ed. St Louis, MO: Mosby; 2010.

**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: 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Prepare the patient and the environment for physical therapy session to include draping for modesty.	Written and practical exams

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
9. Document performance of and patient response to the activities in the patient's medical record.	Written and practical exams
10. Recognize when physical therapy intervention should not be provided.	Written assignments, exams, in class discussions, practical examinations
11. Recognize when the Physical Therapist Assistant should communicate with the supervising Physical Therapist 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. Front-wheeled
 - 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

Duesterhaus Minor M, Duesterhaus Minor S. *Patient Care Skills*. 6th ed: Norwalk, CT: Appleton & Lange; 2009.

VII. Bibliography

Bircher W. *Lukan's Documentation for Physical Therapist Assistants* 3rd ed. Philadelphia, PA: FA Davis; 2007.

Dreeben-Imiria O. *Introduction to Physical Therapy for Physical Therapist Assistants*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2011.

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

Erickson M, McKnight B. *Documentation Basics: A Guide for Physical Therapist Assistant*. Thorofare, NJ: Slack Inc.; 2012.

Lowe W. *Orthopedic Massage: Theory and Technique*. Philadelphia, Pa: Elsevier; 2009.

Pierson FM, Fairchild S. *Principles and Techniques of Patient Care*. 4th ed. St Louis, MO: Saunders; 2007.

Rothstein J, Roy S, Wolf S. *The Rehabilitation Specialist's Handbook*. 3rd ed. Philadelphia, PA:FA Davis; 2005.

Shankman GA, Manske RC. *Fundamental Orthopedic Management for the Physical Therapist Assistant*. 3rd ed. St Louis, MO: Mosby; 2010.

**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: 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Recognize how family history/systems affect worldview, development of personality and preferences.	Written assignments, exams, in class discussions
2. Recognize common personality types/traits, and understand how they affect behavior.	Written assignments, exams, in class discussions

3. Identify what is gained and what is lost in the process of becoming a patient.	Written assignments, exams, in class discussions
4. Describe how morals and values influence behavior.	Written assignments, exams, in class discussions
5. Assess response to illness and disability.	Written assignments, exams, in class discussions
6. Describe and identify steps in the grieving process.	Written assignments, exams, in class discussions
7. Discuss the relationship between sexuality and illness/disability.	Written assignments, exams, in class discussions
8. Prepare and deliver a presentation on a physical therapy topic suitable for patients or family members.	Written assignments, exams, in class discussions
9. Identify scenarios in which patient or family members are being abused, as well as when and how to report it.	Written assignments, exams, in class discussions

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

Davis C. *Patient Practitioner Interaction: An Experiential Manual for Developing the Art of Health Care*. Thorofare, NJ: Slack; 2011.

Friedman H. *Foundations of Health Psychology*. New York, NY: Oxford University Press; 2007.

VII. Bibliography

American Psychiatric Association. *The Diagnostic and Statistical Manual IV-TR*. Arlington, VA: American Psychiatric Association; 2000.

Bircher W. *Lukan's Documentation for Physical Therapist Assistants* 3rd ed. Philadelphia, PA: FA Davis; 2007.

Duesterhaus Minor M, Duesterhaus Minor S. *Patient Care Skills*. 6th ed. Norwalk, CT: Appleton & Lange; 2009.

Gallagher H. *FDR's Splendid Deception: The Moving Story of Roosevelt's Massive Disability-And the Intense Efforts to Conceal It from the Public*. St. Petersburg, FL: Vandamere Press; 1999.

Kubler-Ross E. *On Death and Dying*. New York, NY: Scribner; 1969.

Menten T. *Gentle Closings: How to Say Goodbye to Someone You Love*. Philadelphia, PA: Running Press; 1991.

Menten T. *After Goodbye: How to Begin Again After the Death of Someone You Love*. Philadelphia, PA: Running Press; 1994.

Miller A. *The Drama of the Gifted Child: The Search for the True Self, Revised edition*. New York, NY: Basic Books; 1997.

Rosenthal H. *Not With My Life, I Don't: Preventing Your Suicide and that of Others*. Munice, IN: Accelerated Development; 1988.

**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: 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
<ol style="list-style-type: none"> 1. Perform and practice select physical therapist interventions, tests and measures to include, but not limited to: <ol style="list-style-type: none"> a. Range of motion measurements b. Manual muscle testing c. Passive range of motion d. Functional mobility and gait training 	Physical Therapist Assistant Clinical Performance Instrument assessment tool

e. Therapeutic exercise f. Vital signs g. Heat and/or cold modalities.	
2. Accurately documents the interventions and patient response to them in a SOAP note (Subjective, Objective, Assessment, Plan) or per facility format.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
3. Identify pertinent (current and past) medical and social issues, precautions and contraindications to physical therapy interventions.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
4. Identify and practice appropriate ethical and professional behaviors during patient care situations.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
5. Communicate effectively with patients, family members and colleagues.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
6. Demonstrate <i>Beginning Performance</i> to <i>Advanced Beginner Performance</i> levels of performance in the skills and proficiency of PT interventions.	Physical Therapist Assistant Clinical Performance Instrument assessment tool*

*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

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

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American Physical Therapy Association. *Clinical Performance Instrument for Physical Therapist Assistants*. Alexandria, VA: American Physical Therpay Association; 2009.

Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.

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Clynch HM. *The Role of the Physical Therapist Assistant: Regulations and Responsibilities*. Philadelphia, PA: FA Davis; 2011.

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Johansson C, Chinworth S. *Mobility in Context: Principles of Patient Care Skills*. Philadelphia, PA: FA Davis; 2012.

Kendall FP, McCreary EK, Provance PG, Rodgers MM, Romani WA. *Muscles: Testing and Function, with Posture and Pain*. Baltimore, MD: Lippincott, Williams and Wilkins; 2005.

Lippert L. *Clinical Kinesiology and Anatomy*. 5th ed. Philadelphia, PA: FA Davis; 2011.

Mansfield, PJ, Neumann DA. *Essentials of Kinesiology for the Physical Therapist Assistant*. St Louis, MO: Mosby; 2008.

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Neumann D. *Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation*. 2nd ed. St Louis, MO: Mosby; 2009.

O'Shea RK. *Pediatrics for the Physical Therapist Assistant*. St Louis, MO: Saunders; 2009.

Pierson FM, Fairchild S. *Principles and Techniques of Patient Care*. 4th ed. St Louis, MO: Saunders; 2007.

Rothstein J, Roy S, Wolf S. *The Rehabilitation Specialist's Handbook*. 3rd ed. Philadelphia, PA: FA Davis; 2005.

Shankman GA, Manske RC. *Fundamental Orthopedic Management for the Physical Therapist Assistant*. 3rd ed. St Louis, MO: Mosby; 2010.

**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: 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Select exercise interventions to accomplish the plan of care for the purposes of: <ol style="list-style-type: none"> a. Increasing or decreasing patient muscle tone. b. Stretching or strengthening normal and/or pathological muscle. c. Improving flexibility. d. Improving cardiopulmonary endurance. e. Decreasing pain. 	Written and practical exams

2. Assess patient response to exercise interventions, and modify/progress exercise program as appropriate.	Written and practical exams
3. Document performance of and patient response to activities in the patient's medical record.	Written and practical exams
4. Recognize when a patient's response to activities indicates that physical therapy intervention should not be provided.	Written and practical exams
5. Recognize when a patient's response indicates that the Physical Therapist Assistant should communicate with the supervising Physical Therapist before additional intervention is provided.	Written and practical exams
6. Recognize when a patient's response indicates the need for emergency care.	Written and practical exams

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

Kisner C, Colby L. *Therapeutic Exercise: Foundations and Techniques*. 5th ed. Philadelphia, PA: FA Davis; 2007.

Shankman GA, Manske RC. *Fundamental Orthopedic Management for the Physical Therapist Assistant*. 3rd ed. St Louis, MO: Mosby; 2010.

VII. Bibliography

Bandy W, Sanders B. *Therapeutic Exercise for Physical Therapist Assistants: Techniques for Intervention*. Baltimore, MD: Lippincott Williams & Wilkins; 2008.

Bircher W. *Lukan's Documentation for Physical Therapist Assistants* 3rd ed. Philadelphia, PA: FA Davis; 2007.

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Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

Johansson C, Chinworth S. *Mobility in Context: Principles of Patient Care Skills*. Philadelphia, PA: FA Davis; 2012.

Rothstein J, Roy S, Wolf S. *The Rehabilitation Specialist's Handbook*. 3rd ed. Philadelphia, PA: FA Davis; 2005.

**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: 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Identify clinical presentations of diseases and disorders.	Written and practical exams
2. Select appropriate and safe interventions within the plan of care established by the Physical Therapist to	Written and practical exams

manage symptoms or impairments associated with diseases and disorders.	
3. Safely perform and assess patient response to physical therapy 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
5. Document performance of and patient response to the above interventions in the patient's medical record.	Written and practical exams
6. Recognize when a patient's response indicates that physical therapy intervention should not be provided.	Written and practical exams, role playing
7. Recognize when a patient's response indicates that the Physical Therapist Assistant should communicate with the supervising Physical Therapist 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 physical therapy 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

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

Kisner C, Colby L. *Therapeutic Exercise: Foundations and Techniques*. 5th ed. Philadelphia, PA: FA Davis; 2007.

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Allen R. Physical Agents Used in the Management of Chronic Pain by Physical Therapists. *Phys Med Rehabil Clin N Am*. 2006;17:315-345.

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Friedman H. *Foundations of Health Psychology*. New York, NY: Oxford University Press; 2007.

Goodman C, Fuller K. *Pathology: Implications for the Physical Therapist*. 3rd ed. St. Louis, MO: Saunders; 2009.

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**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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Demonstrate and apply wound and burn care techniques.	Written and practical exams
2. Safely perform and assess patient response to Electrotherapeutic modalities.	Written and practical exams

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
9. Document performance of and patient response to the above interventions in the patient's medical record.	Written and practical exams
10. Recognize when a patient's response indicates that physical therapy intervention should not be provided.	Written and practical exams
11. Recognize when a patient's response indicates that the Physical Therapist Assistant should communicate with the supervising Physical Therapist 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

Kisner C, Colby L. *Therapeutic Exercise: Foundations and Techniques*. 5th ed. Philadelphia, PA: FA Davis; 2007.

VII. Bibliography

Bircher W. *Lukan's Documentation for Physical Therapist Assistants* 3rd ed. Philadelphia, PA: FA Davis; 2007.

Dreeben-Imiria O. *Introduction to Physical Therapy for Physical Therapist Assistants*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2011.

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Shankman GA, Manske RC. *Fundamental Orthopedic Management for the Physical Therapist Assistant*. 3rd ed. St Louis, MO: Mosby; 2010.

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: 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

Learning Student Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Describe and identify normal and abnormal physical and cognitive milestones for: <ul style="list-style-type: none"> a. Infants b. Children c. Adolescents d. Adults e. Older adults. 	Written exams, Case presentations

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 physical therapy intervention should not be provided for individuals with neurological pathologies.	Written and practical exams, Case presentations
7. Recognize when clinical presentation indicates that the Physical Therapist Assistant should communicate with the supervising Physical Therapist 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

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Martin S, Kessler M. *Neurologic Intervention for Physical Therapist Assistants*. Philadelphia, PA: Elsevier; 2000.

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Voss D, Ionta M, Myers B. *Proprioceptive Neuromuscular Facilitation: Patterns and Techniques*. 3rd ed. Philadelphia, PA: Harper and Row; 1985.

**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: 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Demonstrate readiness for taking the national PTA licensure exam.	Written exam to include practice tests for license exam.
2. Discuss various employment opportunities for PTAs to include various settings, common employee benefits.	Written exam
3. Identify and discuss the opportunities for PTAs in administrative roles.	Written exam Case presentations
4. Prepare a professional resume.	Written exam Project: resume preparation
5. Discuss and demonstrate strategies for a successful job interview.	Written exam Mock interview
6. Understand the steps involved in submitting an application for a license to practice as a PTA.	Written exam
7. Identify various opportunities for ongoing professional development.	Written exam
8. Recognize the challenges and opportunities involved with providing physical therapy in the state of Alaska.	Written Exam

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

Dutton, M. *Physical Therapist Assistant Exam Guide and JBT Test Exam Review*. Sudbury, MA: Jones and Bartlett Learning; 2011.

VII. Bibliography

Boissonnault WG. *Primary Care of the Physical Therapist: Examination and Triage*. 2nd ed. St Louis, MO: Saunders; 2011.

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Johnson A, Johnson S, Zurawski N, Siegel A. The Experiences of Being a Rural Occupational Therapist. *The Journal of Undergraduate Research*. 2003;VI.

Wisely L. Physical Therapy Services in Rural Hospital Settings. *Physical Therapy*. 1981;61:1173-1174.

**University of Alaska Anchorage
College of Health
Course Content Guide**

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 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Perform and practice select physical therapy interventions, tests and measures.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
2. Accurately document the interventions and patient response to them in a SOAP note (Subjective, Objective, Assessment, Plan) or per facility format.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
3. Identify pertinent (current and past) medical and social issues, precautions and contraindications to physical therapy interventions.	Physical Therapist Assistant Clinical Performance Instrument assessment tool

4. Identify and practice appropriate ethical and professional behaviors during patient care situations.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
5. Communicate effectively with patients, family members, and colleagues.	Physical Therapist Assistant Clinical Performance Instrument assessment tool.
6. Demonstrate <i>Intermediate to Advanced Intermediate</i> levels of performance in the skills and proficiency of physical therapy interventions.	Physical Therapist Assistant Clinical Performance Instrument assessment tool*

*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 physical therapy 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
- 11. Interventions: Functional Training and Application of Devices/Equipment
 - 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

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

VII. Bibliography

American Physical Therapy Association. *Clinical Performance Instrument for Physical Therapist Assistants*. Alexandria, Va: American Physical Therapy Association; 2009.
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Bottomley J. *Geriatric Rehabilitation: A Textbook for the Physical Therapist Assistant*. Thorofare, NJ: Slack Inc.; 2010.

Cameron MH, Monroe L. *Physical Rehabilitation for the Physical Therapist*. St Louis, MO: Elsevier; 2011.

Clynch HM. *The Role of the Physical Therapist Assistant: Regulations and Responsibilities*. Philadelphia, PA: FA Davis; 2011.

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Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

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Lippert L. *Clinical Kinesiology and Anatomy*. 5th ed. Philadelphia, PA: FA Davis; 2011.

Mansfield, PJ, Neumann DA. *Essentials of Kinesiology for the Physical Therapist Assistant*. St Louis, MO: Mosby; 2008.

Moini J. *Introduction to Pathology for the Physical Therapist Assistant*. Sudbury, MA: Jones and Bartlett Learning; 2012.

Neumann D. *Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation*. 2nd ed. St Louis, MO: Mosby; 2009.

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Pierson FM, Fairchild S. *Principles and Techniques of Patient Care*. 4th ed. St Louis, MO: Saunders; 2007.

Rothstein J, Roy S, Wolf S. *The Rehabilitation Specialist's Handbook*. 3rd ed. Philadelphia, PA: FA Davis; 2005.

Shankman GA, Manske RC. *Fundamental Orthopedic Management for the Physical Therapist Assistant*. 3rd ed. St Louis, MO: Mosby; 2010.

**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: 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Perform and practice select physical therapy interventions, tests and measures.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
2. Accurately documents the interventions and patient response to them in a SOAP note (Subjective, Objective, Assessment, Plan) or per facility format.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
3. Identify pertinent (current and past) medical and social issues, precautions and contraindications to physical therapy interventions.	Physical Therapist Assistant Clinical Performance Instrument assessment tool

4. Identify and practice appropriate ethical and professional behaviors during patient care.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
5. Communicate effectively with patients, family members, and colleagues.	Physical Therapist Assistant Clinical Performance Instrument assessment tool
6. Demonstrate <i>Entry-Level</i> skills and proficiency in the performance of physical therapy interventions.	Physical Therapist Assistant Clinical Performance Instrument assessment tool*

*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
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 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

Dreeben-Irimia O. *Physical Therapy Clinical Handbook for PTAs*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.

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- Pierson FM, Fairchild S. *Principles and Techniques of Patient Care*. 4th ed. St Louis, MO: Saunders; 2007.
- Rothstein J, Roy S, Wolf S. *The Rehabilitation Specialist's Handbook*. 3rd ed. Philadelphia, PA: FA Davis; 2005.

Shankman GA, Manske RC. *Fundamental Orthopedic Management for the Physical Therapist Assistant*. 3rd ed. St Louis, MO: Mosby; 2010.

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 pre-requisite coursework, and 3 semesters of full-time enrollment in PTA courses.

MEMORANDUM

To: Chancellor Case

Through: College of Health Curriculum Committee
UAA Undergraduate Academic Board
Faculty Senate
Office of Academic Affairs

From: Robin Wahto
Allied Health

Date: November 19, 2012

Re: Request for establishment of Physical Therapist Assistant department, within the School of Allied Health, College of Health

The School of Allied Health requests permission to establishment a new department, Physical Therapist Assistant. The university has received funding to develop an AAS in Physical Therapist Assistant; the department will be housed within the School of Allied Health. A proposal to add a new AAS degree in Physical Therapist Assistant is attached to this memo.

There currently are no Physical Therapist Assistant (PTA) programs in the state of Alaska. The proposed AAS degree is developed in response to a request from the healthcare industry. The curriculum for the AAS degree is based on the criteria established by the Commission on Accreditation for Physical Therapy Education (CAPTE); the program requires one-year full-time enrollment to complete pre-requisite coursework, and 3 semesters of full-time enrollment in PTA courses.

Approved: _____ Yes _____ No

Thomas Case, Chancellor

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 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: CHOOSE ONE Associate of Applied Science	
This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No	
4. Type of Action: PROGRAM PREFIX <input checked="" type="checkbox"/> Add <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> 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: <input checked="" type="checkbox"/> Cover Memo <input type="checkbox"/> 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) _____ Date _____ Robin Wahto Initiator (TYPE NAME)	<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____	<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair _____ Date _____
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____

PHYSICAL THERAPIST ASSISTANT

Allied Health Science Building (AHS), Room 171, (907)786-6932
<http://www.uaa.alaska.edu/alliedhealth>

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:		3
COMM A111	Fundamentals of Oral Communications (3)	
or		
COMM A235	Small Group Communication (3)	
or		
COMM A237	Interpersonal Communication (3)	
or		
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	3
PSY A111 General Psychology (3)	
or	
PSY A150 Lifespan Development (3) (recommended)	

3. Complete the Physical Therapist Assistant program application process.
4. Provide a copy of current Basic Life Support for Healthcare Providers certification.
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 A111 and BIOL A112.

C. Major Degree Requirements

1. Complete the following courses with a minimum grade of C or (52 credits):

BIOL A111/L	Human Anatomy and Physiology I with Laboratory	4
BIOL A112/L	Human Anatomy and Physiology II with Laboratory	4
PTA A101	Fundamentals of Physical Therapy	2
PTA A105	Tests and Measures	3
PTA A110	Kinesiology and Biomechanics	3
PTA A120	Rehabilitation I	3
PTA A130	Physical Therapy Interventions I	4
PTA A150	Psychosocial Aspects of Health Care	2
PTA A195	Clinical Practicum I	1
PTA A210	Therapeutic Exercise	4
PTA A220	Rehabilitation II	3
PTA A230	Physical Therapy Interventions II	4
PTA A250	Neurological Interventions Across the Lifespan	3
PTA A292	Physical Therapist Assistant Seminar	2
PTA A295A	Clinical Practicum II	5
PTA A295B	Clinical Practicum III	5
2. A total of 61 credits is required for the degree.

13a. Impacted courses or programs (continued) ACCT A101

Impacted Program/Course	Pages impacted	Date of coordination	Chair/ Coordinator contacted
General Business, AAS	N/A	11/26/2012	Thomas Dalrymple
Accounting, AAS	N/A	11/26/2012	C. Patrick Fort
Accounting, BBA	N/A	11/26/2012	C. Patrick Fort
Small Business Management, Undergraduate Certificate	N/A	11/26/2012	Thomas Dalrymple
Small Business Administration, AAS	N/A	11/26/2012	Edward Forrest
Economics, BBA	N/A	11/26/2012	Paul Johnson
Finance, BBA	N/A	11/26/2012	Edward Forrest
Global Logistics and Supply Chain Management, BBA	N/A	11/26/2012	Darren Prokop
Management, BBA	N/A	11/26/2012	Edward Forrest
Marketing, BBA	N/A	11/26/2012	Edward Forrest
Business Computer Information Systems, AAS	N/A	11/26/2012	Minnie Yen
Management Information Systems, BBA	N/A	11/26/2012	Minnie Yen
Medical Assisting, AAS	N/A	11/26/2012	Robin Wahto
Bookkeeping Support, Occupational Endorsement Certificate	N/A	11/26/2012	Kim Griffis
Computer Information and Office Systems, AAS	N/A	11/26/2012	Kim Griffis
Dietetics, BS	N/A	11/26/2012	Tim Doebler
ACCT A102	N/A	11/26/2012	C. Patrick Fort
ACCT A201	N/A	11/26/2012	C. Patrick Fort
ACCT A202	N/A	11/26/2012	C. Patrick Fort
ACCT A210	N/A	11/26/2012	C. Patrick Fort
ACCT A216	N/A	11/26/2012	C. Patrick Fort
ACCT A222	N/A	11/26/2012	C. Patrick Fort
ACCT A225	N/A	11/26/2012	C. Patrick Fort
ACCT A230	N/A	11/26/2012	C. Patrick Fort
ACCT A295	N/A	11/26/2012	C. Patrick Fort
BA A233	N/A	11/26/2012	Edward Forrest

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: AAS Accounting, Certificate-Small Business Management, AAS Small Business Administration, BBA Accounting, BBA Economics, BBA Finance, BBA Global Logistics Management, BBA Management, BBA Marketing, AAS Business Computer Information Systems, BBA Management Information Systems, AAS Aviation Management, Nontranscribed Departmental Certificates of Completion: CIOS Bookkeeping, Administrative Office Support, Certificate: Computer Information and Office Systems (CIOS)-Bookkeeping, Certificate: CIOS-Administrative Office Support, AAS CIOS-Bookkeeping, AAS CIOS-Administrative Office Support, AAS Medical Assisting,

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

Wild, J., K. Shaw & B. Chiappetta (2011). *Principles of Financial Accounting* (20th ed.). New York: McGraw-Hill/Irwin.

VII. Bibliography

*Abagnale, F. W. (1980). *Catch me if you can*. New York: Broadway Books.

American accounting association. (2012). Retrieved August 31, 2012,
from www.aaahq.org

American institute of certified public accountants. (2012). Retrieved August 31, 2012,
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American institute of professional bookkeepers. (2012). Retrieved August 31, 2012,
from www.aipb.org

American payroll association. (2012). Retrieved August 31, 2012,
from www.americanpayroll.org

Association of certified fraud examiners. (2012). Retrieved August 31, 2012, from www.acfe.com

Beasley, M. S., & Buckless, F. A. (2002). *Moviesdoortodoor.com*. Upper Saddle River, NJ: Prentice Hall.

Financial accounting standards board. (2012). Retrieved August 31, 2012, from www.fasb.org

Institute of internal auditors. (2012). Retrieved August 31, 2012, from www.theiia.org

Institute of management accountants. (2012). Retrieved August 31, 2012, from www.imanet.org

International financial reporting standards. (2012). Retrieved August 2012, 2012, from www.ifrs.org

May, C., & May, G. S. (2012). *Effective writing, a handbook for accountants.* (9th ed.). Englewood Cliffs, NJ: Prentice Hall.

Securities and exchange commission. (2012). Retrieved August 31, 2012, from www.sec.gov

Silver, D. (2011). *Cookin' the books*. Los Angeles, CA: Adams-Hall Publishing.

Start here, go places. (2012). Retrieved August 31, 2012, from www.startheregoplaces.com/why-accounting/futureme/builder

Tracy, J. (2009). *How to read a financial report* (7th ed.). New York, NY: Wiley.

*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.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Identify various employment opportunities in accounting.	Homework
2. Identify and describe basic accounting concepts, methods, and principles.	In-class exercises, homework, quizzes, and exams
3. Understand the effect of business transactions on the fundamental accounting equation using the double entry accounting system for both service and merchandising entities.	In-class exercises, homework, quizzes, and exams
4. Identify, analyze, and record business transactions using the accrual basis of accounting.	In-class exercises, homework, quizzes, exams, and manual practice set
5. Analyze account balances and prepare end of period adjusting and closing entries.	In-class exercises, homework, quizzes, exams, and manual practice set
6. Complete a worksheet.	In-class exercises, homework, quizzes, exams, and manual practice set
7. Prepare the Income Statement, Statement of Owner's Equity, and Balance Sheet.	In-class exercises, homework, quizzes, exams, and manual practice set
8. Identify, analyze, and record merchandising transactions, including the calculation of cost of good sold and gross profit.	In-class exercises, homework, quizzes, exams, and manual practice set
9. Record transactions using special journals and subsidiary ledgers.	In-class exercises, homework, quizzes, exams, and manual practice set
10. Discuss the importance of ethics in the business environment.	In-class exercises

13a. Impacted courses or programs (continued) ACCT A102

Impacted Program/Course	Pages impacted	Date of coordination	Chair/ Coordinator contacted
General Business, AAS	N/A	11/26/2012	Thomas Dalrymple
Accounting, AAS	N/A	11/26/2012	C. Patrick Fort
Accounting, BBA	N/A	11/26/2012	C. Patrick Fort
Small Business Management, Undergraduate Certificate	N/A	11/26/2012	Thomas Dalrymple
Small Business Administration, AAS	N/A	11/26/2012	Edward Forrest
Economics, BBA	N/A	11/26/2012	Paul Johnson
Finance, BBA	N/A	11/26/2012	Edward Forrest
Global Logistics and Supply Chain Management, BBA	N/A	11/26/2012	Darren Prokop
Management, BBA	N/A	11/26/2012	Edward Forrest
Marketing, BBA	N/A	11/26/2012	Edward Forrest
Business Computer Information Systems, AAS	N/A	11/26/2012	Minnie Yen
Management Information Systems, BBA	N/A	11/26/2012	Minnie Yen
ACCT A101	N/A	11/26/2012	C. Patrick Fort
ACCT A201	N/A	11/26/2012	C. Patrick Fort
ACCT A202	N/A	11/26/2012	C. Patrick Fort
ACCT A210	N/A	11/26/2012	C. Patrick Fort
ACCT A216	N/A	11/26/2012	C. Patrick Fort
ACCT A222	N/A	11/26/2012	C. Patrick Fort
ACCT A225	N/A	11/26/2012	C. Patrick Fort
ACCT A230	N/A	11/26/2012	C. Patrick Fort
ACCT A295	N/A	11/26/2012	C. Patrick Fort

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: AAS Accounting, Certificate-Small Business Management, AAS Small Business Administration, BBA Accounting, BBA Economics, BBA Finance, BBA Global Logistics Management, BBA Management, BBA Marketing, AAS Business Computer Information Systems, BBA Management Information Systems, AAS Aviation Management

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

Wild, J., K. Shaw & B. Chiappetta (2011). *Principles of Financial Accounting* (20th ed.). New York: McGraw-Hill/Irwin.

VII. Bibliography

- *Abagnale, F. W. (1980). *Catch me if you can*. New York: Broadway Books.
- American accounting association*. (2012). Retrieved August 31, 2012, from www.aaahq.org
- American institute of certified public accountants*. (2012). Retrieved August 31, 2012, from www.aicpa.org
- American institute of professional bookkeepers*. (2012). Retrieved August 31, 2012, from www.aipb.org
- American payroll association*. (2012). Retrieved August 31, 2012, from www.americanpayroll.org
- Association of certified fraud examiners*. (2012). Retrieved August 31, 2012, from www.acfe.com
- Beasley, M. S., & Buckless, F. A. (2002). *Moviesdoortodoor.com*. Upper Saddle River, NJ: Prentice Hall.
- Financial accounting standards board*. (2012). Retrieved August 31, 2012, from www.fasb.org
- Institute of internal auditors*. (2012). Retrieved August 31, 2012, from www.theiia.org
- Institute of management accountants*. (2012). Retrieved August 31, 2012, from www.imanet.org
- International financial reporting standards*. (2012). Retrieved August 2012, 2012, from www.ifrs.org
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- Tracy, J. (2009). *How to read a financial report* (7th ed.). New York, NY: Wiley.

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VIII. Instructional Goals and Student Learning Outcomes

<p>A. Instructional Goals. The instructor will:</p>
1. Discuss the conceptual framework of accounting, including the assumptions and principles underlying the recording and reporting process.
2. Explain the importance of ethics in the business environment.
3. Discuss the principles and methods used in accounting for property, plant and equipment, natural resources, and intangible assets.
4. Discuss principles and methods used in accounting for current liabilities and long-term liabilities.
5. Discuss principles and methods used in accounting for stockholder equity transactions.
6. Present advantages and disadvantages of a corporate form of business.
7. Present advantages and disadvantages of a partnership form of business.
8. Discuss principles and methods used in accounting for partnership transactions.
9. Discuss principles and methods used in accounting for investment transactions.
10. Discuss purpose and development of Statement of Cash Flows.

<p>B. Student Learning Outcomes. Students will be able to:</p>	<p>Assessment Method</p>
1. Identify and discuss the conceptual framework, including the accounting assumptions, principles, and constraints.	In-class exercises, homework, quizzes, and exams
2. 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.	Homework, quizzes, exams, and computerized practice set
3. Describe and apply the basic accounting principles and methods used in accounting for current liabilities, including financial statement reporting requirements.	Homework, quizzes, exams, and computerized practice set

4. Describe and apply the basic accounting principles and methods used in accounting for long-term liabilities, including financial statement reporting requirements.	Homework, quizzes, exams, and computerized practice set
5. Describe and apply the basic accounting principles and methods used in accounting for stockholder equity transactions, including financial statement reporting requirements.	Homework, quizzes, exams, in-class exercises using published annual reports, and computerized practice set
6. Describe and apply the basic accounting principles and methods used in accounting for partnership transactions, including financial statement reporting requirements.	Homework, quizzes, and exams
7. Describe and apply the basic accounting principles and methods used in accounting for investment transactions, including financial statement reporting requirements.	Homework, quizzes, and exams
8. Explain the importance of ethics in the business environment.	Homework, quizzes, and exams
9. 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.	Homework, quizzes, and exams

13a. Impacted courses or programs; ACCT A120

Impacted Program/Course	Pages impacted	Date of coordination	Chair/ Coordinator contacted
Small Business Management, Undergraduate Certificate	137	11/26/2012	
Medical Assisting, AAS	168	11/26/2012	
Bookkeeping Support, Occupational Endorsement Certificate	204	11/26/2012	
Computer Information and Office Systems, AAS	206	11/26/2012	

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

I. Date Initiated January 7, 2013

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

Heintz, J. A., & Parry Jr., R. W. (2011). *College accounting* (20th ed.). Mason, OH: Thomson/South-Western.

Price, J. E., Heintz, J. A., & Brock, H. R. (2011). *College accounting* (13th ed.). New York, NY: Glencoe/McGraw-Hill.

VII. Bibliography

Accounting Coach. (2012). Introduction to bookkeeping. Retrieved June 6, 2012 from <http://www.accountingcoach.com/online-accounting-course/accounting-bookkeeping.html>

American Institute of Professional Bookkeepers. (2007). *Accounting, bookkeeping, and tax links*. Retrieved September 2012, 2012, from http://www.aipb.org/accounting_bookkeeping_tax_links.php

Averkamp, H. (2012). *Practice bookkeeping test*. Retrieved September 2, 2012, from <http://www.accountingcoach.com/online-accounting-course/bookkeeping-test.html>

Lerner, J. J., and Gokarn, R.Y. (2007). *Schaum's Outline of Bookkeeping and Accounting* (4th ed.). New York, NY: McGraw-Hill/Irwin.

Slater, J. (2012). *College accounting, a practical approach* (12th ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Instructional Goals and Student Learning Outcomes

<p>A. Instructional Goals. The instructor will:</p>
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:	Assessment Method
1. Explain the purpose of and be able to prepare the three primary financial statements.	Tests, quizzes, homework, and practice set
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.	Tests, quizzes, homework, and practice set
3. Discuss and demonstrate the steps in the accounting cycle, including the use of special journals and subsidiary ledgers.	Tests, quizzes, homework, and practice set
4. Discuss and identify internal control weaknesses.	Tests, quizzes, and homework

5. Identify, analyze, and record business transactions using the accrual basis of accounting.	Tests, quizzes, homework, and practice set
6. Analyze basic asset account balances and prepare period end adjusting and closing entries.	Tests, quizzes, homework, and practice set
7. Complete the period end adjusting process utilizing a worksheet.	Tests, homework, and practice set
8. Calculate gross payroll and related employee and employer payroll taxes, along with required reports.	Tests, homework, and quizzes
9. Demonstrate an understanding of the advantages of using accounting software.	Homework

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

I. Date Initiated January 7, 2013

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

Whittenburg, G. E., & Altus-Buller, M. (2012). *Income tax fundamentals*. Mason, OH: South-Western Cengage Learning.

VII. Bibliography

CCH tax research home page. (2012). Retrieved September 02, 2012, from www.cch.com

Internal Revenue Service. (2011). *Publication 17: Your federal income tax*. Retrieved September 02, 2012, from <http://www.irs.gov/pub/irs-pdf/p17.pdf>

Internal Revenue Service. (2011). *Publication 334: Tax guide for small business*. Retrieved September 02, 2012, from <http://www.irs.gov/publications/p334/index.html>

Internal revenue service webpage. (2012). Retrieved September 02, 2012, from www.irs.gov

VIII. Instructional Goals and Student Learning Outcomes

A.	Instructional Goals. The instructor will:
1.	Explain the areas where the U.S. tax code and generally accepted accounting principles differ.
2.	Explain the effects of taxation on business and personal financial matters.

3.	Describe the implications of evolving tax law on society in general and on the individual's finances specifically.
4.	Demonstrate the use of tax preparation software and comprehensive tax services materials.
5.	Help students make informed decisions on tax issues and tax preparation matters.

B.	Student Learning Outcomes. Students will be able to:	Assessment Method
1.	Effectively utilize a comprehensive research service in the research of tax problems.	Homework, in-class assignments
2.	Prepare an individual Federal income tax return.	Homework, in-class assignments, comprehensive tax returns
3.	Understand tax planning and tax strategies to minimize tax liability.	Homework, in-class assignments, tax planning and research projects
4.	Apply the fundamentals of tax law and tax procedures.	Homework, in-class assignments, comprehensive tax returns, and written exams

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Stasia Straley</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

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

Kay, D. (2012). *Computer accounting with QuickBooks* (14th ed.). New York, NY: McGraw-Hill Irwin.

VII. Bibliography

Arens, A., & Ward, D. (2006). *Computerized accounting using Great Plains Dynamics*. Okemos, MI: Armond Dalton.

Craig, A. J. (2007). *QuickBooks in the classroom*. Mountain View, CA: Intuit.

Hall, J. A. (2007). *Accounting information systems* (5th ed.). Mason, OH: Thomson Southwestern.

Moscove, N., Simkin, A., & Norman, C. (2005). *Core concepts of accounting information systems* (9th ed.). Hoboken, NJ: John Wiley & Sons.

Yacht, C. (2012). *Computer accounting with Peachtree* (16th ed.). New York, NY: McGraw-Hill Irwin.

VIII. Instructional Goals and Student Learning Outcomes

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:	Assessment Method
1. Demonstrate understanding of the major components of the operating cycle.	Practice set, homework, quiz, final exam
2. Explain the importance of internal controls and data security.	Homework, quiz, final exam
3. Maintain the chart of accounts, set up customer and vendor files, and process transactions for a service entity.	Homework, quiz, comprehensive project, end-of-chapter problems, final exam

4. Set up sales item and inventory item files and process transactions for a merchandising entity.	Homework, quiz, comprehensive project, end-of-chapter problems, final exam
5. Analyze unadjusted account balances and prepare end of period adjusting entries.	Homework, quiz, comprehensive project, end-of-chapter problems, final exam
6. Produce, edit, and analyze various financial reports in the computerized accounting software and in a spreadsheet application, such as Excel.	Homework, quiz, comprehensive project, end-of-chapter problems
7. Utilize the basic features of the payroll function in a computerized accounting system (optional).	Homework, quiz, end-of-chapter problems
8. Set up a new company and convert the manual accounting records to a computerized accounting system (optional).	Homework, quiz, end-of-chapter problems

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

I. Date Initiated January 7, 2013

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

Bieg, B. J. (2012). *Payroll accounting*. Mason, OH: Southwestern.

VII. Bibliography

Alaska Department of Labor and Workforce Development. (2012). *Alaska employment security tax handbook*. (AK DOL). Juneau, Alaska:

American Payroll Association. (2012). *Federal payroll non-tax laws and regulations*. (APA). San Antonio, TX:

American Payroll Association. (2013). *Federal payroll tax laws and regulations*. (APA). San Antonio, TX:

Internal Revenue Service. (2012). *Circular E, employer's tax guide*. (IRS).

O'Toole, M. (2012). *The payroll source*. San Antonio, TX: American Payroll Association.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:	
1. Introduce the students to the major laws and regulations affecting the payroll profession.	
2. Illustrate the calculation of regular and overtime wages for a variety of methods and pay periods.	
3. Explain the withholding, depository, and reporting requirements for Social Security, Medicare, and federal income taxes.	
4. Explain the withholding, depository, and reporting requirements for federal and state unemployment taxes.	
5. Introduce students to a variety of other non-tax payroll deductions.	
6. Explain and illustrate how payroll information is entered into the accounting records.	
7. Introduce and demonstrate the procedures to set up and process payroll transactions and reports in commercial accounting software.	

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Demonstrate an understanding of the federal and Alaska minimum wage, overtime, and child labor laws.	Homework, quizzes, payroll projects, comprehensive exam
2. Calculate regular wages and overtime wages for a variety of payroll periods and systems.	Homework, quizzes, payroll projects, comprehensive exam

<p>3. Calculate the employee withholdings and comply with depository and reporting requirements for the following taxes: federal income, Social Security, Medicare, and state unemployment.</p>	<p>Homework, quizzes, payroll projects, comprehensive exam</p>
<p>4. Demonstrate an understanding of the depository and reporting requirements for employer payroll taxes such as Social Security and federal and state unemployment.</p>	<p>Homework, quizzes, payroll projects, comprehensive exam</p>
<p>5. Calculate other types of payroll withholdings such as union dues, health and retirement benefits, cafeteria plans, and garnishments.</p>	<p>Homework, quizzes, comprehensive exam</p>
<p>6. Calculate gross pay and all withholdings and maintain all payroll records for a small business.</p>	<p>Manual payroll project</p>
<p>7. Set up all employee and tax files and maintain all payroll records for a small business using computerized accounting software.</p>	<p>Computerized payroll project</p>

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

I. Date Initiated January 7, 2013

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

American Institute of Certified Public Accountants (AICPA). (2010). *SSARS 19 toolkit*. AICPA.

American Institute of Certified Public Accountants. (2012). *Compilation and review engagements - AICPA guide*. AICPA.

Pallais, D. (2012). *Audit workpapers: Documenting and reviewing field work*. New York, NY: American Institute of Certified Public Accountants.

Weygandt, J., Kieso, D. E., & Kimmel, P. D. (2012). *Principles of financial accounting* (10th ed.). Hoboken, NJ: John Wiley & Sons.

Wueste, B. (2009). *How do I...produce quality workpapers*. Retrieved September 02, 2012, from <http://www.theiia.org/intAuditor/back-to-basics/2009/producing-quality-workpapers/>

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Discuss the history of the accounting standard-setting process, and the similarities and differences between compilations, reviews, and audits.
2. Present and review the various types and formats of financial statements: balance sheet, income statement, statement of retained earnings, and statement of cash flows.
3. Demonstrate the process for reviewing and analyzing transactions, including the tracing of information through the accounting system using journals and ledgers.
4. Discuss and provide examples of documentation and communication of financial information.
5. Explain the process of converting cash basis accounting data to accrual basis financial statements.
6. Explain the various workpaper presentation methods available to document the analysis and adjustments of, cash, receivables, inventory, prepaid expenses, property, plant, and equipment, current liabilities, long-term liabilities, and owner equity.

7. Discuss the requirements for the preparation of financial statements and footnotes.
8. Discuss the importance of a working knowledge of Excel in an accounting career.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Explain the reporting differences between compilations, reviews, and audits.	Quiz, comprehensive semester-long project
2. Demonstrate an understanding of the accounting cycle and the role ledgers and journals play in documenting transactions.	Quiz, manual practice set
3. Analyze account balances, using supporting documentation and information contained in journals and ledgers.	Quiz, in-class exercise, comprehensive semester-long project
4. Prepare appropriate documentation to support account balances.	Comprehensive semester-long project
5. Communicate results of account analysis through workpaper preparation techniques.	Comprehensive semester-long project
6. Convert cash basis data to accrual basis financial statements.	Quiz, in-class exercise, comprehensive semester-long project
7. Convert accrual basis information to cash flow information.	Quiz, in-class exercise, comprehensive semester-long project
8. Prepare workpapers using a spreadsheet application such as Excel.	Manual practice set, comprehensive semester-long project

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Lynn Koshiyama</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

I. Date Initiated: January 7, 2013

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

Connecting learning and work - a call to action. (1996). Denver, CO: Education Commission of the States.

Martin, D. R., & Wilkerson Jr., J. E. (2006). An examination of the impact of accounting internships on students' attitudes and perceptions. *The Accounting Educators' Journal*, XVI, 129-138.

Siegel, P. H., Blackwood, B. J., & Landy, S. D. (2010). Tax professional internships and subsequent professional performance. *American Journal of Business Education*, May, 51-59.

Siegel, P. H., Naser-Tavakolian, M., & O-Shaughnessy, J. (2011). An empirical comparison of internal auditors' performance with or without prior academic internship. *Internal Auditing*, July/August (26), 25-31.

VIII. Instructional Goals and Student Learning Outcomes

<p>A. Instructional Goals. The instructor will:</p>
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:	Assessment Method
1. Develop resume writing skills	Completed resume will be reviewed by CSC, Accounting faculty coordinator and employer
2. Develop job interviewing skills	Employer evaluations
3. Learn new business and accounting skills contingent on the business and position in which they are employed	Employer evaluations and student's final written report
4. Develop work habits for successful job performance	Employer evaluations and student's final written report
5. Gain insight into various potential career paths in accounting	Student's final written report

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

I. Date Initiated January 7, 2013

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration, Marketing; Aviation Technology, BS; Hospitality and Restaurant Management, BA
Course Title: Consumer Behavior
Course Number: BA A381
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: Consumer-firm relationship analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from fields of cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer groups.
Course Prerequisites: BA A343 with a minimum grade of C.
Registration Restrictions: College of Business & Public Policy majors must be admitted to upper-division standing
Fees: Standard CBPP computer lab fee.

III. Course Activities

- A. Lecture
- B. Discussion
- C. Guest lecturers

IV. Course Level Justification

Students apply previous course work. The course requires familiarity with the basic principles, underlying theories, concepts, and vocabulary of marketing.

V. Outline

- A. Consumer Motivation
- B. Personality
- C. Perception
- D. Consumer Learning and Attitude Change
- E. The Self
- F. Communication and Consumer Behavior
- G. Reference Groups and Family
- H. Social Class and Consumer Behavior
- I. The Influence of Culture
- J. Subculture and Consumer Behavior

VI. Suggested Text

Solomon, M. (2012). *Consumer behavior* (10th ed.). Upper Saddle River, NJ: Prentice-Hall.

VII. Bibliography

Hoyer, W., MacInnis, D., & Pieters, R. (2012). *Consumer behavior*. Mason, OH: South-Western College Publishing.

Schiffman, L., & Kanuk, L. (2009). *Consumer behavior* (10th ed.). Upper Saddle River, NJ: Prentice-Hall.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Present the history and the foundations of the consumer decision-making process
2. Describe the decision rules in low-involvement buying situations
3. Present marketing strategies and research framework related to consumer purchase decisions

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Articulate the decision-making process of individual buyers and families, including the student's decision-making process	Exam and quiz
2. Specify internal and external factors that impact the decision-making process	Homework
3. Describe consumer research methods	Homework
4. Diagnose ethical issues and social concerns related to consumer behavior issues	Homework
5. Describe the significance of consumer behavior and its relevance to the discipline of marketing	Exam or quiz
6. Analyze and interpret market information related to consumers	Exam or quiz
7. Apply theories of consumer behavior to making appropriate and effective marketing management decisions	Exam

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

I. Date Initiated January 7, 2013

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration, Marketing; Bachelor of Business Administration, Global Logistics and Supply Chain Management
Course Title: Marketing Research
Course Number: BA A420
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: Examines the marketing research function and its role in the managerial decision-making process. Course will include an overview of the marketing research process. Includes conducting primary and secondary data collection, analysis of statistical data, and preparing a written and oral research report.
Course Prerequisites: (BA A343 and [BA A375 or ECON A312 or ECON A429]) with a minimum grade of C.
Registration Restrictions: College of Business & Public Policy majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures and discussion
- B. Guest lecturers
- C. Case studies

IV. Course Level Justification

Requires prior knowledge of statistics; elementary probability and sampling distributions; estimation of means, proportions, and simple regression coefficients.

V. Outline

- A. Marketing Research Definition, Industry, History, Role, and Scope
- B. The Market Research Process and Problem
- C. Primary and Secondary Research
- D. Focus Groups
- E. Questionnaire Design, Variable Scaling, and Measurement
- F. Descriptive Statistics, Cross Tabulation, and Association
- G. Regression Analysis
- H. Factor Analysis
- I. Stepwise Discrimination

VI. Suggested Text

Hair, J., Bush, R., & Ortinau, D. (2009). *Essentials of marketing research* (2nd ed.). New York, NY: Irwin McGraw-Hill.

VII. Bibliography

- Aaker, D., Kumar, V., & Day, G. (2009). *Marketing research*, (10th ed.). New York, NY: John Wiley and Sons.
- Iacobucci, D. & Churchill, G. (2009). *Marketing research: Methodological foundations (with Qualtrics card)*. Mason, OH: South-Western.
- Malhotra, N., & Peterson, M. (2006). *Basic marketing research*. Upper Saddle River, NJ: Prentice Hall.
- Zikmund, B. (2012). *Exploring marketing research*. Mason, OH: South-Western.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Describe marketing problems and explain how to formulate correct procedures to solve research problems
2. Present correct procedures to collect relevant data and conduct primary and secondary research
3. Demonstrate statistical procedures to analyze the data and deliver the research findings

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Identify marketing problems and formulate correct procedures to solve the problems	Exam and Project
2. Specify steps and procedures for conducting primary and secondary research	Exam and Project
3. Apply correct procedure to collect relevant data	Quiz
4. Apply statistical procedures to analyze the data and present the research findings	Project



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 ADSN Division of Nursing			1c. Department NS	
2. Course Prefix NS	3. Course Number A333	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Ethics and the Practice of Nursing Ethics and the Practice of Nsg Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i>			9. Repeat Status No # of Repeats Max Credits			
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date <small>semester/year</small> From: Summer/2013 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> 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 .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1.						
2.						
3.						
Initiator Name (typed): <u>Maria Sistrom</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email Date: <u>February 2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/1/2012</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (<i>suggested length 20 to 50 words</i>) Explores theories and principles of ethics and applies them to nursing practice. Provides a foundation for nurses to practice ethically, analyze ethical problems, and advocate for the provision of responsible, appropriate and equitable health services. Promotes the centrality of the caring relationship, as well as dignity and respect for patients, colleagues, and the profession of nursing.						
16a. Course Prerequisite(s) (<i>list prefix and number</i>) N/A		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None		
16d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) Admission to RN/BS program or current State of Alaska RN licensure				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action Focuses on principles of ethics for the practice of nursing.						
Initiator (faculty only) <u>Maria Sistrom</u> Date _____				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Dean/Director of School/College Date _____		
Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Department Chairperson Date _____				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chairperson Date _____		
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**Course Content Guide
School of Nursing
Baccalaureate Program**

- I. Date of Initiation:** Spring 2012
- II. Course Information**
- A. College/School: College of Health/School of Nursing
- B. Course Prefix: NS
- C. Course Number: A333
- D. Title: Ethics and the Practice of Nursing
- E. Credits: 3 (3 + 0)
- F. Grading Basis: A-F
- G. Implementation Date: Summer 2013
- H. Course Description: Explores theories and principles of ethics and applies them to nursing practice. Provides a foundation for nurses to practice ethically, analyze ethical problems, and advocate for the provision of responsible, appropriate and equitable health services. Promotes the centrality of the caring relationship, as well as dignity and respect for patients, colleagues, and the profession of nursing.
- I. Course Prerequisite(s): N/A
- J. Corequisite(s): N/A
- K. Registration Restrictions: Admission to RN/BS program or current State of Alaska RN licensure
- L. Course Fees: Yes No

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

- A. Instructional Goals - The instructor will:
1. Facilitate exploration and communication of ethical theories and principles
 2. Provide frameworks for, and practice with, ethical analysis and decision-making
 3. Encourage development of moral reasoning and professional ethical standards
 4. Facilitate analysis of landmark and contemporary cases in nursing and

bioethics

5. Foster understanding of bioethical implications of health policy
6. Demonstrate application of general principles of bioethics to the practice of nursing

B. Student Learning Outcomes/Assessment Measures

Student Learning Outcomes	Assessment Measures
Upon successful completion of the course, the student will be able to:	This outcome will be assessed by the following:
1. Examine personal ethical and moral belief systems	Values exercise and peer group discussion
2. Articulate the major ethical theories and explain their assumptions	Small group case-study analyses, quizzes
3. Identify the key values of health care and ethical decision-making	Professional codes of ethics comparison, discussion board, quizzes
4. Apply moral reasoning to specific nursing care situations and professional relations	Peer group discussion, case-study analyses
5. Propose and evaluate solutions to ethical problems encountered in nursing practice	Peer group discussion, case-study analyses
6. Analyze historical and contemporary ethical problems in nursing, health care practice, research, and policy	Case presentation, final paper
7. Apply clinical reasoning and principles of bioethics in the daily practice of caring for patients	Case presentation, final paper, exams

IV. Course Level Justification

Junior (300) level courses are placed to address beginning to advancing practice skills in nursing consistent with the progression of other nursing courses and building upon previous interdisciplinary and basic studies.

V. Course Outline

1. Introduction to bioethics
 - 1.1. Values clarification

- 1.2. Moral norms and character
- 1.3. Theory and principles
- 1.4. The caring relationship
- 1.5. Professional codes of ethics
- 1.6. Moral justification: methods and decision-making
2. Ethical decision-making in nursing
 - 2.1. Consent and refusal
 - 2.2. Reproduction issues
 - 2.3. Genetics and genomics
 - 2.4. End of life issues
3. Ethical nursing practice
 - 3.1. Confidentiality
 - 3.2. Quality assurance and medical errors
 - 3.3. Patient advocacy
 - 3.4. Ethical communication and comportment
4. Ethical nursing research
 - 4.1. History and landmark case studies
 - 4.2. Protection of human subjects
5. Ethical policy
 - 5.1. Healthcare reform and access to care
 - 5.2. Influences of the healthcare and pharmaceuticals industries
 - 5.3. Public, preventive and population health

VI. Suggested Texts

American Nurses Association. (2010). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing.

Beauchamp, T. L., & Childress, J. F. (2008). *Principles of biomedical ethics* (6th ed.). New York, NY: Oxford University Press.

Fry, S. T., Veatch, R. M., & Taylor, C. (2011). *Case studies in nursing ethics* (4th ed.). Sudbury, MA: Jones & Bartlett.

VII. Bibliography & Suggested Readings

Baily, M., Bottrell, M., & Jennings, B. (2007). The ethics of using quality improvement methods in health care. *Annals of Internal Medicine*, 146(9), 666-673.

Gostin, L. (2008). *Public health law & ethics: A reader*. (2nd ed.). Berkeley, CA: University of California Press.

Jones, J. (1992). *Bad blood: The Tuskegee syphilis experiment*. Glencoe, IL: Free Press.

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- Leape, L., Shore, M., Dienstag, J., Mayer, R., Edgman-Levitan, S., Meyer, G., & Healy, G. (2012). Perspective: a culture of respect, part 2: Creating a culture of respect. *Academic Medicine*, 87(7), 853-858.
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- Lombardo, P. & Dorr, G. (2006). Eugenics, medical education and the public health service: Another perspective on the Tuskegee syphilis experiment, *Bulletin of the History of Medicine*, 80, 291.
- Presidential Commission for the Study of Bioethical Issues (2011). *Moral Science: Protecting participants in human subjects research*. Washington, DC.
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- Reverby, S. (1987). *Ordered to care: The dilemma of American nursing, 1850-1945*. Cambridge, MA: Cambridge University Press.
- Snyder, L. (2012). American College of Physicians Ethics Manual Sixth Edition, *Annals of Internal Medicine*, 156, 73-104.
- Weinberger, S. E. (2011). Providing high-value, cost-conscious care: A critical seventh general competency for physicians. *Annals of Internal Medicine*, 155, 386-388.

**Course Content Guide
School of Nursing
Baccalaureate Program**

- I. Date of Initiation:** Spring 2012
- II. Course Information**
- A. College/School: College of Health/School of Nursing
- B. Course Prefix: NS
- C. Course Number: A334a
- D. Title: Ethics and the Practice of Nursing: Personal and Professional Values
- E. Credits: 1 (1 + 0)
- F. Grading Basis: A-F
- G. Implementation Date: Summer 2013
- H. Course Description: This is the first in a 3 course series focusing on personal and professional values in nursing. Explores theories and principles of ethics and applies them to nursing practice. Provides a foundation for nurses to practice ethically, analyze ethical problems, and advocate for the provision of responsible, appropriate and equitable health services. Promotes the centrality of the caring relationship, as well as dignity and respect for patients, colleagues, and the profession of nursing.
- I. Course Prerequisite(s): N/A
- J. Co-requisite(s): NS A 204, NS A216, NS A300
- K. Registration Restrictions: Admission to baccalaureate nursing program
- L. Course Fees: Yes No

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

- A. Instructional Goals - The instructor will:
1. Aid students in identifying personal belief systems.
 2. Elaborate upon major ethical theories and their assumptions
 3. Present key values of ethical health care decision-making

B. Student Learning Outcomes/Assessment Measures

Student Learning Outcomes	Assessment Measures
Upon successful completion of the course, the student will be able to:	This outcome will be assessed by the following:
1. Examine personal ethical and moral belief systems	Values exercise and peer group discussion
2. Articulate the major ethical theories and explain their assumptions	Small group case-study analyses, quizzes
3. Identify the key values of health care and ethical decision-making	Professional codes of ethics comparison, discussion board, quizzes

IV. Course Level Justification

Junior (300) level courses are placed to address beginning to advancing practice skills in nursing consistent with the progression of other nursing courses and building upon previous interdisciplinary and basic studies.

V. Course Outline

1. Introduction to bioethics
 - 1.1. Values clarification
 - 1.2. Moral norms and character
 - 1.3. Theory and principles
 - 1.4. The caring relationship
 - 1.5. Professional codes of ethics
 - 1.6. Moral justification: methods and decision-making

VI. Suggested Texts

American Nurses Association. (2010). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing.

Beauchamp, T. L., & Childress, J. F. (2008). *Principles of biomedical ethics* (6th ed.). New York, NY: Oxford University Press.

Fry, S. T., Veatch, R. M., & Taylor, C. (2011). *Case studies in nursing ethics* (4th ed.). Sudbury, MA: Jones & Bartlett.

VII. Bibliography & Suggested Readings

Baily, M., Bottrell, M., & Jennings, B. (2007). The ethics of using quality improvement methods in health care. *Annals of Internal Medicine*, 146(9),

666-673.

Gostin, L. (2008). *Public health law & ethics: A reader*. (2nd ed.). Berkeley, CA: University of California Press.

Jones, J. (1992). *Bad blood: The Tuskegee syphilis experiment*. Glencoe, IL: Free Press.

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Lombardo, P. (2008). *Three generations, no imbeciles: Eugenics, the Supreme Court, and Buck v. Bell*. Baltimore, MD: The Johns Hopkins University Press.

Lombardo, P. & Dorr, G. (2006). Eugenics, medical education and the public health service: Another perspective on the Tuskegee syphilis experiment, *Bulletin of the History of Medicine*, 80, 291.

Presidential Commission for the Study of Bioethical Issues (2011). *Moral Science: Protecting participants in human subjects research*. Washington, DC.

Presidential Commission for the Study of Bioethical Issues (2011). "Ethically Impossible" STD research in Guatemala from 1946 to 1948. Washington, DC.

Press, N., Fishman, J., & Koenig, B. (2000). Collective fear, individualized risk: the social and cultural context of genetic testing. *Nursing Ethics*, 7(3), 237-249.

Reverby, S. (1987). *Ordered to care: The dilemma of American nursing, 1850-1945*. Cambridge, MA: Cambridge University Press.

Snyder, L. (2012). American College of Physicians Ethics Manual Sixth Edition, *Annals of Internal Medicine*, 156, 73-104.

Weinberger, S. E. (2011). Providing high-value, cost-conscious care: A critical seventh general competency for physicians. *Annals of Internal Medicine*, 155, 386-388.

**Course Content Guide
School of Nursing
Baccalaureate Program**

- I. Date of Initiation:** Spring 2012
- II. Course Information**
- A. College/School: College of Health/School of Nursing
- B. Course Prefix: NS
- C. Course Number: A334b
- D. Title: Ethics and the Practice of Nursing: Communications
- E. Credits: 1 (1 + 0)
- F. Grading Basis: A-F
- G. Implementation Date: Summer 2013
- H. Course Description: This is the second in a 3 course series focusing on communication. Explores theories and principles of ethics and applies them to nursing practice. Provides a foundation for nurses to practice ethically, analyze ethical problems, and advocate for the provision of responsible, appropriate and equitable health services. Promotes the centrality of the caring relationship, as well as dignity and respect for patients, colleagues, and the profession of nursing.
- I. Course Prerequisite(s): NS A334a with a grade of C or better
- J. Co-requisite(s): N/A
- K. Registration Restrictions: Admission to baccalaureate nursing program
- L. Course Fees: Yes No

III. Instructional Goals, Student Learning Outcomes, and Assessment Methods

- A. Instructional Goals - The instructor will:
1. Provide frameworks for, and practice with, ethical analysis and decision-making
 2. Encourage development of moral reasoning and professional ethical standards
 3. Facilitate analysis of landmark and contemporary cases in nursing and bioethics

B. Student Outcomes/Assessment Procedures

Student Learning Outcomes	Assessment Methods
Upon successful completion of the course, the student will be able to:	This outcome will be assessed by the following:
1. Identify the key values of health care and ethical decision-making	Professional codes of ethics comparison, discussion board, quizzes
2. Apply moral reasoning to specific nursing care situations and professional relations	Peer group discussion, case-study analyses
3. Propose and evaluate solutions to ethical problems encountered in nursing practice	Peer group discussion, case-study analyses

IV. Course Level Justification

Junior (300) level courses are placed to address beginning to advancing practice skills in nursing consistent with the progression of other nursing courses and building upon previous interdisciplinary and basic studies.

V. Course Outline

1. Ethical decision-making in nursing
 - 1.1. Consent and refusal
 - 1.2. Reproductive issues
 - 1.3. Genetics and genomics
 - 1.4. End of life issues
2. Ethical nursing practice
 - 2.1. Confidentiality
 - 2.2. Quality assurance and medical errors
 - 2.3. Patient advocacy
 - 2.4. Ethical communication and comportment

VI. Suggested Texts

American Nurses Association. (2010). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing.

Beauchamp, T. L., & Childress, J. F. (2008). *Principles of biomedical ethics* (6th ed.). New York, NY: Oxford University Press.

Fry, S. T., Veatch, R. M., & Taylor, C. (2011). *Case studies in nursing ethics* (4th ed.). Sudbury, MA: Jones & Bartlett.

VII. Bibliography & Suggested Readings

- Baily, M., Bottrell, M., & Jennings, B. (2007). The ethics of using quality improvement methods in health care. *Annals of Internal Medicine*, 146(9), 666-673.
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- Leape, L., Shore, M., Dienstag, J., Mayer, R., Edgman-Levitan, S., Meyer, G., & Healy, G. (2012). Perspective: a culture of respect, part 2: Creating a culture of respect. *Academic Medicine*, 87(7), 853-858.
- Lombardo, P. (2008). *Three generations, no imbeciles: Eugenics, the Supreme Court, and Buck v. Bell*. Baltimore, MD: The Johns Hopkins University Press.
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seventh general competency for physicians. *Annals of Internal Medicine*, 155, 386-388.

**Course Content Guide
School of Nursing
Baccalaureate Program**

- I. Date of Initiation:** Spring 2012
- II. Course Information**
- A. College/School: College of Health/School of Nursing
- B. Course Prefix: NS
- C. Course Number: A334c
- D. Title: Ethics and the Practice of Nursing: Case Studies
- E. Credits: 1 (1 + 0)
- F. Grading Basis: A-F
- G. Implementation Date: Summer 2013
- H. Course Description: This is the third in a 3 course series focusing on nursing case studies. Explores theories and principles of ethics and applies them to nursing practice. Provides a foundation for nurses to practice ethically, analyze ethical problems, and advocate for the provision of responsible, appropriate and equitable health services. Promotes the centrality of the caring relationship, as well as dignity and respect for patients, colleagues, and the profession of nursing.
- I. Course Prerequisite(s): NS A334b with a grade of C or better
- J. Corequisite(s): N/A
- K. Registration Restrictions: Admission to baccalaureate nursing program
- L. Course Fees: Yes No

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

- A. Instructional Goals - The instructor will:
1. Facilitate analysis of landmark and contemporary cases in nursing and bioethics
 2. Foster understanding of bioethical implications of health policy
 3. Demonstrate application of general principles of bioethics to the practice of nursing

B. Student Learning Outcomes/Assessment Measures

Student Learning Outcomes	Assessment Measures
Upon successful completion of the course, the student will be able to:	This outcome will be assessed by the following:
1. Apply moral reasoning to specific nursing care situations and professional relations	Peer group discussion, case-study analyses
2. Propose and evaluate solutions to ethical problems encountered in nursing practice	Peer group discussion, case-study analyses
3. Analyze historical and contemporary ethical problems in nursing, health care practice, research, and policy	Case presentation, final paper
4. Apply clinical reasoning and principles of bioethics in the daily practice of caring for patients	Case presentation, final paper, exams

IV. Course Level Justification

Junior (300) level courses are placed to address beginning to advancing practice skills in nursing consistent with the progression of other nursing courses and building upon previous interdisciplinary and basic studies.

V. Course Outline

1. Ethical nursing practice
 - 1.1. Confidentiality
 - 1.2. Quality assurance and medical errors
 - 1.3. Patient advocacy
 - 1.4. Ethical communication and comportment
2. Ethical nursing research
 - 2.1. History and landmark case studies
 - 2.2. Protection of human subjects
3. Ethical policy
 - 3.1. Healthcare reform and access to care
 - 3.2. Influences of the healthcare and pharmaceuticals industries
 - 3.3. Public, preventive and population health

VI. Suggested Texts

American Nurses Association. (2010). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing.

Beauchamp, T. L., & Childress, J. F. (2008). *Principles of biomedical ethics* (6th ed.). New York, NY: Oxford University Press.

Fry, S. T., Veatch, R. M., & Taylor, C. (2011). *Case studies in nursing ethics* (4th ed.). Sudbury, MA: Jones & Bartlett.

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Gostin, L. (2008). *Public health law & ethics: A reader*. (2nd ed.). Berkeley, CA: University of California Press.

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Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Catherine Sullivan</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised November 2012

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 (avoaa@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.

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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 (avoaa@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 Governance Office (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:~~ ~~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 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 (avoaa@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. 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, ~~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 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 the 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 (avoaa@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).

- 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.

- 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.